DOCUMENT RESUME

ED 264 250	TM 850 493
AUTHOR	Gottfredson, Denise C.
TITLE	The Johns Hopkins-Baltimore City Public Schools Effective School Project. Report No. 357.
INSTITUTION	Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Feb 85
GRANT	NIE-G-83-0002
NOTE	218p.
PUB TYPE	Tests/Evaluation Instruments (160) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Educational Assessment; Educational Cooperation; *Educational Research; *Evaluation Methods; Junior High Schools; Outcomes of Education; *Program Development; Program Effectiveness; *Program Evaluation; *School Effectiveness; School Involvement; Student Behavior; Teacher Characteristics
IDENTIFIERS	*Baltimore City Public Schools MD; *Program Development Evaluation Method

ABSTRACT

The Effective Schools Project is a test of a general method for improving organizational effectiveness. The method--Program Development Evaluation (PDE)--calls for researcher-practitioner collaboration in the design, implementation, and evaluation of programs to increase school effectiveness. Two Baltimore City junior high schools are working with Johns Hopkins researchers to reduce school disorder, increase attendance, and improve educational attainment. Both schools used the PDE method to design programs during 1982-83 and implemented them during 1983-84. The present evaluation shows that the schools are improving as a result of the project. Large and consistent increases were observed in staff morale, effective administration, and in teachers' reports of their schools as places where innovative planning and action occur. Findings also imply decreased school disruption and increased achievement. This report describes the projects, summarizes data on implementation, and recommends ways to facilitate the application of the PDE method in future projects. Appendices include profiles of school climate, non-Effective School Battery scales, teacher characteristics measures, and results for all program outcomes. (Author/LMO)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

Center
for Social
Organization
of Schools

Report No. 357
February 1985

THE JOHNS HOPKINS - BALTIMORE CITY PUBLIC SCHOOLS EFFECTIVE SCHOOLS PROJECT

Denise C. Gottfredson

The
Johns Hopkins
University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D.C. Gottsfredson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

STAFF

Edward L. McDill, Co-Director
James M. McPartland, Co-Director

Karl L. Alexander
Henry J. Becker
Jomills H. Braddock, II
Ruth H. Carter
Roslyn L. Chester
Michael Cook
Robert L. Crain
Doris R. Entwisle
Joyce L. Epstein
James Fennessey
Denise C. Gottfredson
Gary D. Gottfredson
Linda S. Gottfredson
Edward J. Harsch
John H. Hollifield
Barbara J. Hucksoll
Ramona M. Humphrey
Lois G. Hybl
Nancy L. Karweit
Hazel G. Kennedy
Marshall B. Leavey
Gretchen M. Luebbe
Nancy A. Madden
Alejandro Portes
Robert E. Slavin
Valarie Sunderland
Gail E. Thomas
L. Thomas Webb
Janice G. Zdanis

The Johns Hopkins-Baltimore City Public Schools
Effective Schools Project

Grant No. NIE-G-83-0002

Denise C. Gottfredson

Johns Hopkins University

Report No. 357

February, 1985

Published by the Center for Social Organization of Schools, supported in part as a research and development center by funds from the National Institute of Education, U. S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

Printed and assembled by VSP Industries
2440 West Belvedere Avenue
Baltimore, MD 21215

The Center

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through three research programs to achieve its objectives. The School Organization Program investigates how school and classroom organization affects student learning and other outcomes. Current studies focus on parental involvement, microcomputers, use of time in schools, cooperative learning, and other organizational factors. The Education and Work Program examines the relationship between schooling and students' later-life occupational and educational success. Current projects include studies of the competencies required in the workplace, the sources of training and experience that lead to employment, college students' major field choices, and employment of urban minority youth. The Delinquency and School Environments Program researches the problem of crime, violence, vandalism, and disorder in schools and the role that schools play in delinquency. Ongoing studies address the need to develop a strong theory of delinquent behavior while examining school effects on delinquency and evaluating delinquency prevention programs in and outside of schools.

The Center also supports a Fellowships in Education Research program that provides opportunities for talented young researchers to conduct and publish significant research and encourages the participation of women and minorities in research on education.

This report, prepared by the Delinquency and School Environments Program, reports on a collaborative effort to improve two Baltimore City junior high schools.

Acknowledgements

The Effective Schools Project requires the collaboration of many people. I wish to thank the following people for their contributions to this project:

Nisha Advani, Lois Hybl, and Donald Rickert served as the Hopkins liaisons for the Pimlico project. Lois Hybl also provided secretarial assistance for the entire project. Gary Gottfredson served as an advisor to the project, and Renee Castenada, Robert Kirchner, John Kilgallon, and Abhijit Mazumder provided research assistance. Ruth Carter and Barbara Bennett provided training for teachers in Student Team Learning.

The following people have served on planning committees: At Calverton Berlette Adesalu, Toni Grant, Richard Holley, Paul Llufrio, Leewood Macer, Pamela Moore, Patricia Morris, Raymond Puryear, Isabell Richmond, Nadya Schwartz, Joan Tillery, Marcelina West, and Marguerita Wilson have served. Juanita Addison, Charles Dunard and Phyllis Green also helped to implement the program at Calverton. At Pimlico, Alice Black, Thelma Blumberg, Lynda Burton, Samuel Burton, Robin Dodd, Maurice Dorsey, Osceola Duplessy, Barbara Elder, Tom Frasier, Lenore Friedlander, Andrew Giles, Andrew Levy, Joyce McNeill, and H. Raynor Parker have been on the planning committee. Lucinda Crummedy has helped to implement Student Team Learning at Pimlico. From the central administration of the BCPS, Lynn Linde, Patrick Perriello, Irene Pinn-Hill, and Charles Thomas have served on the planning committees. Other current or former Baltimore City Public School personnel who have assisted with the project are Thomas Foster, Craig Cutter, and Lawrence Howe from the Evaluation and Research Division, Alice Pinderhughes and Irving McPhail from the Superintendent's Office, Robert Lloyd, of the Pupil Services Division, and Gaye Brown and Ruth Morrow from the Staff Development Office.

Samuel Burton, Clay Sands and Jawanza Jamal from the Northwest Youth Services provided teacher training in Reality Therapy. Dr. Colonel Hawkins of the Department of Special Education at Coppin State University collaborated with the Calverton program in implementing the College Intern Program.

The teachers at both schools are an integral part of the program. Several teachers have contributed far beyond the call of duty: Isabell Richmond has shared with the project her expertise in Student Team Learning techniques. She has given freely of her own time to promote the use of these techniques. Marguerita Wilson has contributed her time to moving the extracurricular activities component forward, and Pamela Moore has helped to plan and organize teacher training sessions. Charles Dunard has shared his expertise in Assertive Discipline techniques. These are just a few of the teachers who have provided outstanding service for their schools. All have cared enough to try the new techniques and to share with the planning committee their opinions about the techniques. I wish to acknowledge the hard work and dedication of these and all teachers who have helped to move the program forward.

Abstract

The Effective Schools Project is a test of a general method for improving organizational effectiveness. The method--Program Development Evaluation (PDE)--calls for researcher-practitioner collaboration in the design, implementation, and evaluation of programs to increase school effectiveness. Two Baltimore City junior high schools are working with Johns Hopkins researchers to reduce school disorder, increase attendance, and improve educational attainment.

Both schools used the PDE method to design programs during 1982-83 and implemented them during 1983-84. The present evaluation shows that the schools are improving as a result of the project. Large and consistent increases were observed in staff morale, effective administration, and in teachers' reports of their schools as places where innovative planning and action occur. Findings also imply decreased school disruption and increased achievement.

This report describes the projects, summarizes data on implementation, and recommends ways to facilitate the application of the PDE method in future projects.

Table of Contents

The Program Development Evaluation Method 1

Initiating the Project 3

The Calverton Program (CARE) 5

The Pimlico Project--BBP 11

Interim Evaluation of Program Outcomes 15

Results 18

Discussion 23

Conclusions and Recommendations 29

References 31

Appendix A: Spring, 1983 School Climate Profiles

Appendix B: Non-ESB Scales

Appendix C: Teacher Characteristics Measures

Appendix D: Results for All Program Outcomes

The Johns Hopkins-Baltimore City Public Schools
Effective Schools Project

Many urban schools are troubled by low academic performance and high dropout rates. These problems are especially common in low income communities where poor student performance is often coupled with high levels of school disorder and delinquent behavior (Gottfredson & Gottfredson, in press). Methods to help create beneficial and lasting changes in school practices are needed to reduce these problems. Despite accumulating research on educational technologies and advances in our understanding of ways schools might be more effective, we lack useful and easily applied methods to help unless schools adopt and implement more effective arrangements.

The Effective Schools Project is a test of a general method for improving organizational effectiveness. The method--Program Development Evaluation (G. Gottfredson, 1984; Gottfredson, Rickert, Gottfredson & Advani, 1984)--calls for researcher-practitioner collaboration in the design, implementation, and evaluation of programs to increase school effectiveness. Two Baltimore City junior high schools are working with Johns Hopkins researchers to reduce school disorder, increase attendance, and improve educational attainment. This report describes the programs that have been designed using the PDE method, reports on the level of implementation of the program components during the first of two years of operation, and presents early evaluation results.

The Program Development Evaluation Method

The PDE method has been described in detail elsewhere (Gottfredson, 1984; Gottfredson, Rickert, Gottfredson & Advani, 1984.) Figure 1 shows the steps in applying the method. Researchers collaborate with school personnel to define problems and set organizational goals, specify theories of action on which to base the school improvement program, define measurable objectives based on the theory, select interventions with a high likelihood of achieving these objectives, identify and plan to overcome obstacles to the implementation of the interventions selected, and develop detailed implementation standards to serve as blueprints for the interventions. Educators and researchers work together to evaluate their programs and use the resulting information to further improve the program. Planning and program development become part of the everyday routine in the school, creating a spiral of improvement.

Assumptions

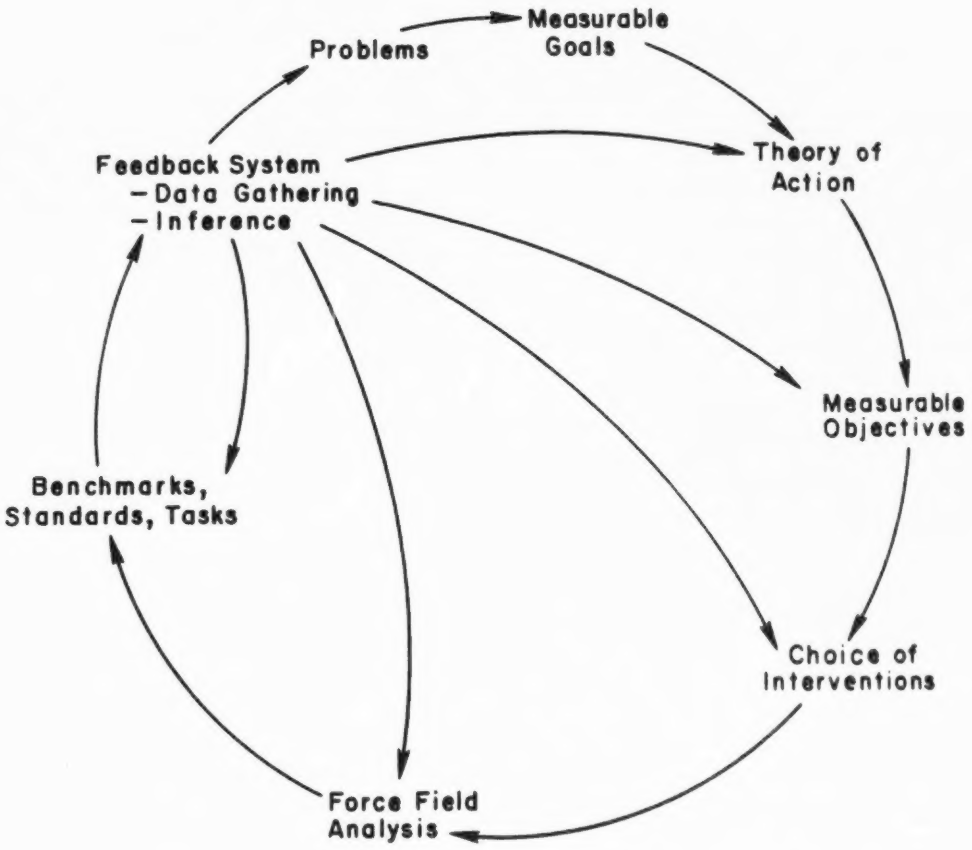
The PDE method makes the following assumptions about organizational change:

1. Projects guided by explicit theories that can be translated into action will be most effective.

2. Projects will be implemented with most enthusiasm, be strongest, and contribute most to knowledge of school improvement if the theory on which the project is based is regarded as sensible by project implementers and accords with evidence from previous research and evaluation.

Figure 1

The Program Development Evaluation Method


Problems
Measurable Goals
Theory of Action
Measurable Objectives
Choice of Interventions
Force Field Analysis
Benchmarks, Standards, Tasks
Feedback System
- Data Gathering
- Inference

Source. Gottfredson, G. D. (1984). A theory-ridden approach to program evaluation. American Psychologist, 39, 1101-1112.

3. Effective implementation of an intervention or innovation is more likely if blueprints for the intervention are available and if implementation is guided by data about the extent to which project activities accord with the blueprint.

4. Effective adoption of an innovation is more likely when explicit plans for adoption are available and when these plans are likely to overcome obstacles to organizational change.

5. Projects will become more effective in the presence of "evaluation pressure." Evaluation pressure takes many forms, some of which are pressure to focus on theory, and to heed relevant information from previous research and evaluation and from current data about program strength, fidelity and effectiveness.

6. Organizations that internalize these principles will be more effective than those that simply comply with them (Gottfredson, 1984; pp. 1101-1102).

The method is rational. It assumes that the effectiveness of organizations with clear goals will increase as rational behavior increases. The method explicitly rejects the expectation that schools must work as loosely coupled systems (Weick, 1984) using ad hoc management methods. Schools are frequently loosely coupled, but we assume that loose coupling often inhibits school effectiveness. The PDE method attempts to tighten management by developing explicit standards for performance, communicating these standards, assessing compliance or noncompliance with the standards, and adjusting performance.

Initiating the Project

In May, 1982, researchers from the Center for Social Organization of Schools approached the Baltimore City Public School system to suggest a collaborative school improvement project. At initial meetings with the Deputy Superintendent for Evaluation and Research and personnel from the Division of Pupil Services we discussed the PDE method and suggested a three-year project involving two city junior high schools (Delinquency Program, 1982). The school system agreed to free up staff time for project activities and allow changes in job descriptions that would enable the development of a program without any additional staff or other substantial costs. Johns Hopkins researchers committed their time and research resources to organization development and evaluation using the PDE method. School system personnel selected two schools that were not targeted by other major projects, that were perceived as receptive to the kind of assistance that would be provided by the project, and whose key staff and student population were likely to remain stable for a three-year period--Calverton and Pimlico Junior High Schools.

Principals of the schools were briefed on the project and asked to form working groups of key personnel from their schools. These working groups were to represent the major groups and departments in the school (i.e., guidance, administration, teaching). Persons with leadership skills and whose jobs could be redefined to allow sufficient time for planning and implementing the projects were to be selected. Each team consisted of one or two school administrators, one teacher, one or two guidance counselors, a school psychologist, and a social worker. One school also included a parent liaison worker, and the other included a counselor from a community youth service agency and an educational specialist from a community planning organization. Personnel from the central guidance services office and attendance services program also joined both groups.

A two-day orientation session was held for the planning committees in October, 1982. Evidence about previous school improvement efforts was reviewed, and the groups received training in the PDE method. The planning process began at this orientation with a consideration of the schools' major problem areas.

The planning groups met separately each month from October through June to plan comprehensive school improvement projects to be implemented the following year. The planning included specification of program goals, consideration and prioritization of major sources of the schools' problems, and specification of program objectives directed at the primary sources of the problems. Measures were developed for every goal and objective and surveys were designed to assess progress towards these goals and objectives. In April, the planning teams administered surveys to all teachers and students in their schools to obtain baseline information for their evaluations and to provide information to be used to refine program plans. The surveys were based on the Effective School Battery (Gottfredson, 1985) but supplemented with items necessary to assess all goals and objectives.

During this first planning year the Calverton Junior High School team oriented the entire school staff to the project and sought staff participation in subcommittees. The team decided to implement its program on a trial basis in the seventh grade unit only, and it recruited volunteer teachers to teach in the seventh-grade unit. They named their program Calverton Reaching for Excellence (CARE), and they planned a six-day training session for teachers and administrators in the seventh-grade unit to be held just before the opening of school the following Fall.

During the first year the Pimlico planning group determined its goals, elaborated several causes of the school's problems, and decided upon a name for their program--Building a Better Pimlico (BBP). It had difficulty, however, in prioritizing the causes of the problems and focusing on a workable number of program objectives. By the end of the school year it had not made a final decision about which of several possible interventions to implement during the 1983-84 school year. High on the list of possibilities were the classroom instructional and management strategies that Calverton had planned, so the Pimlico committee took advantage of the training opportunity and recruited some volunteer teachers to attend the Fall workshop with Calverton.

The 1983-84 school year began with the six-day training workshop attended by 16 Calverton and 10 Pimlico teachers, administrators from both schools, planning committee members, and central office personnel. Two behavior management techniques--Assertive Discipline (Canter & Canter, 1976) and Reality Therapy (Glasser, 1969)--and an instructional technique--Student Team Learning (Slavin, 1980)--were covered. Survey results from the preceding Spring's survey were discussed, and teachers from each school worked in groups to plan solutions to some of the most pressing problems indicated by the surveys. Based on survey results, the Calverton group planned to form a Faculty Advisory group to open up lines of communication between faculty and administration. They also developed a plan to change the school's procedure for moving students to the cafeteria at lunchtime. The school's current procedure--one that had been established without teacher consultation--was bothersome to many teachers. Revising the procedure was important because it indicated to teachers that the administration was willing to accept teacher advice, and it gave teachers a renewed sense that they could make a difference in the how the school is run. The Pimlico group agreed that discipline was their highest priority problem and that a large source of the problem was lack of clarity about the school rules. They began work on a discipline policy for the school.

The Calverton Program (CARE)

After the workshop, the Calverton group began a monthly process of monitoring each program component, comparing progress to the implementation standards (Calverton Reaching for Excellence, 1983) that had been specified the year before, and revising the plan to increase feasibility. Calverton's 1983-84 program is presented below. Following each program component's description is an account of progress made in that area during the 1983-84 year. Information about level of implementation comes from monitoring records kept throughout the year and an implementation survey completed by 11 of the 27 teachers participating in the program at the end of the school year.

Career Exploration

The objective of this component is to increase students' perceptions of the relevance of school to their lives. The Career Exploration component of CARE has three parts: Resource sessions expose students to positive community role models who have volunteered to inform students about the skills required to obtain and perform jobs in their fields. All students in the seventh grade unit were to experience one of these sessions per month, and the presentations were to be made to small groups of students (no more than three classrooms per session). The second part of the Career Exploration intervention called for 90% of the students in the seventh grade unit to go on a career-related field trip during the year. Finally, mini-courses covering the following topics were to be presented to students in their classrooms:

Assessing vocational interests
Using occupational information
Developing individualized guidance plans
Relating coursework to careers
Improving self-presentation
Clarifying values
Improving decision-making skills
Applying for jobs
Preparing for summer work

Guidance counselors were to present these lessons to students in their classrooms so that each classroom received one course per month.

Career Exploration--Actual Implementation. Eight resource sessions were held, and most classes attended all eight. The sessions covered occupations in the following areas: skilled trades, personal and public services, health professions, transportation, professional and semi-professional occupations, and military services. The field-trip subcomponent was less successful: Only seven of the twenty-one classes went on career-related field trips. Lack of transportation money made it impossible to meet the standard of one trip per class. Nine "mini-courses" on career-related topics were to be presented to all classrooms. Roughly 50% of the material to be covered in these courses was covered by the end of the year. Students were to learn about types of careers, to assess their own occupational aspirations and to research their aspired careers to learn about the necessary qualifications and skills. These sessions were completed by all students except special education students, but the process was more taxing for the guidance counselor conducting the courses than expected. Activities planned for the second semester were curtailed. The decision-making skills and values clarification courses were postponed until the next year, and sessions on the relevance of seventh grade subjects to careers, applying for jobs, and job market trends were cancelled. Only the individualized guidance plans, a part of the program that was mandated by the central guidance office, was accomplished during the second semester.

Parent Inform

The objective of this intervention is to increase family members' support for their children's educational activities. It seeks to keep parents and other family members informed about their children's progress in school. All students in the seventh grade unit were to write a monthly letter to their families reporting their attendance and homework assignment completion for each of their classes. The information for the letters would come from classroom charts which were to be updated daily. The letters would enable parents to monitor their children's progress and to request teacher conferences.

Parent Inform--Actual Implementation. Charts for recording homework completion and attendance in the classroom proved cumbersome for many teachers, and even when the charts were maintained as planned, getting the information from the charts onto a letter for the parents and getting the letter home proved difficult because it required coordination across all of the students' classrooms. Some teachers managed to send the letters home despite the logistical problems, but only 7 of the 11 teachers who completed the implementation survey reported that their classes sent letters home to their parents at least once. This component was substantially revised for the 1984-85 school year.

Parent Volunteer

The objective of this intervention, like Parent Inform, is to increase family members' support for their children's educational activities. This component is designed to increase the involvement of the family members of students at risk of falling behind in or dropping out of school. The rationale is that as parents become more familiar with the school and more involved in school activities, the degree to which they value education and support their children's educational activities will increase.

According to the plan, the parent liaison worker would recruit parents to work as aides in the school and, with the help of teachers, would develop a "job bank" describing jobs to be done and skills required to do the jobs. A team composed of the parent liaison worker, teacher volunteers, and parents would train the new parent volunteers before they were placed in their jobs. Parents would be rewarded for their participation with certificates for completed training, recognition at award ceremonies, and mention in a monthly flyer, a quarterly newsletter, and on the bulletin board. The standards for Parent Volunteer called for at least thirty-five active volunteer workers in the school by the end of the school year.

Parent Volunteer--Actual Implementation. Twenty-seven parents worked in the school during the 1983-84 school year. One parent worked full-time, every day, and three others worked approximately 50% time throughout the year. The other twenty-three parents were not as active: On average they worked about seven hours per month. The entire volunteer intervention added approximately 6.3 full-time equivalent workers to the Calverton staff.

These workers were generally not well integrated into the school culture, however. Many of the volunteer hours were not used productively by the Calverton staff. Only three of the eleven teachers who answered the implementation survey reported using a volunteer in his or her classroom. The component is being strengthened for the 1984-85 school year to include clearer statements of the volunteers' duties, better training for teachers in ways to use parent volunteers, and more careful supervision of the volunteers as they work.

Community Support

This intervention is designed to increase community support and advocacy for the school. It has three parts: The first seeks to increase the base of community support for Calverton by using the media, a newsletter, and meetings to make the community more aware of the school and its needs. The second component seeks to stimulate job opportunities for Calverton students. The third component, called "Adopt-a-School," seeks to identify resources in the community that can be put to use at Calverton.

One piece of "Adopt-a-School" is the College Intern intervention, which places student interns from local colleges at Calverton. These interns assist in publishing newsletters, tutoring or counseling students, monitoring the cafeteria, organizing cultural enrichment activities, and collecting and tabulating data for the evaluation of project CARE. They also offer general assistance in classrooms, the library and the school offices.

Community Support--Actual Implementation. Only the College Intern segment of this intervention was implemented during the 1983-84 school year. Each of four college interns worked with teachers in their classrooms for twelve hours during the 1983-84 school year.

A committee of school personnel worked on plans for the rest of the intervention to be implemented in the 1984-85 year.

Classroom Management Innovations

These innovations were directed at decreasing classroom disruption by establishing clear and fair rules, by enforcing the rules consistently, and by increasing students' decision-making and conflict resolution skills. Two classroom management techniques--Assertive Discipline (Canter & Canter, 1976) and Reality Therapy (Glasser, 1969)--were to be used in the project CARE classrooms. The techniques use complementary approaches and are intended to promote a calm, orderly classroom atmosphere.

Assertive Discipline stresses preplanning, taking initiative, and setting direction. It (a) sets clear, consistent limits and specifies consequences for students; (b) provides uniform follow-through; and (c) offers students warmth, support and rewards for appropriate behavior.

Reality Therapy also stresses clear rules and consistent application of consequences, but it places more emphasis on getting the student to make a commitment to change his or her behavior. By increasing student-teacher interaction and positive involvements with others, Reality Therapy is expected to foster in students a stake in conformity. In addition, Reality Therapy helps the teacher guide students through a rational thought process that helps them see the futility of misbehavior and choose a different course of action.

Both techniques help the teacher focus on student behaviors--to reduce undesirable behaviors and substitute desirable behaviors. Both techniques assign students the responsibility for their actions: Assertive Discipline by making explicit that students choose negative or positive consequences by their actions, and Reality Therapy by training students to engage in a rational decision-making process to develop a plan of action.

A peer support network was planned to help teachers apply Assertive Discipline and Reality Therapy techniques in their classrooms. CARE teachers were to visit each others' classrooms weekly to observe and monitor implementation. A standardized observation booklet was created for this purpose. The observation data were to be used to structure biweekly cluster meeting discussions focused on resolving implementation difficulties. (The grade units at Calverton are subdivided into clusters of classrooms such that each cluster contains one teacher from each of the major subject areas. Each teacher teaches only students in his or her cluster, and the clusters of teachers are encouraged to work together as a team.)

Classroom Management Innovations--Actual Implementation. This area was partially implemented during the 1983-84 school year. All but one of the 27 seventh grade teachers received training in Reality Therapy, and 16 received the Assertive Discipline training. The 16 teachers who attended the August workshop developed a set of uniform classroom rules and consequences. These were posted in every classroom. Some teachers successfully applied the Assertive Discipline techniques, and some tried but gave up after initial failure. We do not know exactly how many teachers used the technique during the 83-84 year.

Reality Therapy's classroom meetings were used by at least seven of the 11 teachers who completed the implementation survey--they reported using the technique with a total of nine different classrooms. Of the seven, five held frequent meetings--between 12 and 84 meetings for the year. The average number of meetings per class was 10. We do not know if Glasser's (1974) "ten-steps" were used. The planning committee decided to deemphasize this strategy in favor of the Assertive Discipline approach for the following year.

The peer support network was not established. Instead, a researcher observed classrooms once during the year and provided feedback to teachers about their performance at that time.

Classroom Instructional Innovations

The objective of these innovations is to decrease negative peer pressure, increase motivation to achieve, improve academic self-concept, and increase positive participation in the classroom. Student Team Learning (STL; Slavin, 1980) techniques were to be used on an ongoing basis in all seventh grade classrooms. These teaching strategies were to be integrated with the Mastery Learning (Block & Anderson, 1975) strategies that the teachers were learning as part of a city-wide initiative. Mastery Learning and Student Team Learning structure different components of the learning process to increase learning. Mastery Learning allows the student ample time to master the curriculum materials before proceeding to the next instructional objective. The Student Team Learning Techniques--Teams-Games-Tournament, Student Teams/Achievement Divisions, and Jigsaw II motivate students to learn academic material by establishing competitions for team reward or recognition. Teams are composed of four or five students of differing ability. The team members study together and coach one another in preparation for class-wide tournaments or individual tests. Points are awarded to teams on the basis of their members' improvement over their own past performance or on the basis of their performance in a tournament in which students compete against individuals of similar ability levels.

The same peer support network described above under the classroom management innovations was to provide information and implementation assistance to teachers as they implemented these new techniques.

Classroom Instructional Innovations--Actual Implementation. All teachers in the seventh grade unit received training in STL. At least 19 of the 27 teachers used STL during the year. These 19 consented to an observation by the research scientist working with the project, and 13 were actually observed. Of the 11 teachers who completed an implementation survey at the end of the year, eight reported having used STL, and five were frequent users. These surveys and observations tell us that at least 16 of the 21 seventh grade classrooms were exposed to STL. The intensity of STL use varied from classroom to classroom. One class used the techniques for only four lessons during the year, others for as many as 51. Of those classrooms using STL, the average number of lessons was 30, according to the implementation surveys.

Extracurricular Activities

These activities are directed at increasing students' attachment to school, sense of school pride, and the extent to which students are rewarded for nonacademic accomplishments. They were designed to involve students--especially students who do not typically participate in school activities--in a wide array of extracurricular activities.

A student survey was to be administered in early Fall to determine which activities would be of interest to students. Faculty and staff volunteers were to be recruited to help student teams organize clubs and implement the activities. Each club would appoint a representative to a committee responsible for publicizing every activity. At least 50% of the students in the unit and 70% of the special education students were to participate in at least one extracurricular activity during the year.

Extracurricular Activities--Actual Implementation. The faculty member in charge of this component surveyed all students and school staff in October, 1983. Students expressed an interest in fifteen different clubs, and thirteen of these were established. We documented that six of them actually met, involving 165 students. Nine more clubs that were requested at a later date or were requested by school staff were also established, involving 223 students. We do not know how close we came to meeting our standard of 50% of the seventh grade students and 70% of the special education students participating in these activities because individual records of attendance were not kept. We do know that seventh graders were overrepresented among the participants, and we estimated that nearly half of them participated at least once during the year.

School Discipline Review and Revision

The objective of this component is to increase consistency of rule enforcement and the extent to which students believe in the school rules. An underlying principle which guides the CARE approach to discipline in the classroom and in the school is that teachers are responsible for the management of their classrooms. The intervention seeks to provide teachers with the skills, information, and support they need to become successful classroom managers and to limit unit-level disciplinary action to major disciplinary problems.

School rules, consequences for breaking school rules, and a disciplinary referral system were to be established. All teachers in the seventh grade unit were to use the discipline referral system as intended, and the administrators in the school were to follow through consistently with the consequences specified in the discipline guide.

School Discipline Review and Revision--Actual Implementation. Committee members produced a discipline guide and a discipline referral form, and they established procedures for referring students to the office. The guide was reviewed with all teachers. The referral forms and procedures were used school-wide. One thousand eighty-seven referrals were made during the year. All but four of the 87 teachers in the school used the form for at least one referral during the year. The range of referrals was from 0 to 80, and the mean number of referrals was 12. This average is misleading because a few teachers referred an unusually large number of students to the office. The modal number of referrals was one, and only eight teachers made more than 30 referrals during the year. We know that the referral forms were not used for all rule infractions in the school because there were 715 disciplinary removals for which no referral form was filed. Many of these were probably violations that occurred in hallways or other common areas, but some were probably incidents that should have been referred to the office according to the procedures in the guide.

Data from the analysis of the referral forms indicated that individual administrators were applying the standard consequences for rule infractions to different extents. For example, despite rough equivalence across units of types of infractions referred to the office, one administrator sent a much larger percentage of referred students home than did other administrators. These differences were not resolved during the first year of program implementation.

The Pimlico Project--BBP

During the summer of 1983 a new principal and two new assistant principals came to Pimlico, and we were told that Pimlico Junior High School was to become Pimlico Middle school in the Fall of 1984. We met once with the new principal to explain the project and the progress to date. We discussed possible reasons for the slow progress during the previous year. The new principal supported the program, and she worked with us to narrow down the interventions and group them into categories for easy presentation. She assigned three new team members with leadership skills to the team.

The first meeting of the enlarged team was not successful. The group was large and our brief presentation of the PDE process, the history of the project, and the goals for the year provided an inadequate orientation. People were confused about the project, how it related to their other duties, and the role of the Hopkins researchers. After this meeting two of the new committee members chose not to continue with the project, and the principal requested a cutback in meeting time.

Under the new arrangements, subcommittees were to meet one half-day per month rather than the full committee for one day per month. The discipline subcommittee, the first to meet, worked on plans to implement a specific discipline review component and presented them to the principal for approval. At that time, discrepancies between the philosophy on which the previous year's plans were based and the philosophy of the new principal became apparent.

By December, 1983, it was apparent that the new planning arrangements were not effective. A meeting with the principal to discuss roadblocks to effectiveness resulted in the principal becoming a more integral part of the planning process and allocating more staff time to the project. By that time she was more familiar with her faculty and was able to appoint four strong members to the team.

This was a turning point for the Pimlico project. The interventions recommended during the 82-83 year, and the objectives and theory underlying each, were reexamined. Some interventions were eliminated and the remaining ones were strengthened. Implementation standards were established, and obstacles to implementation were assessed. The newly composed team zeroed in on implementation difficulties in the school. It analyzed the reasons for lack of support for project activities and designed activities aimed at gaining support. The team planned and executed a series of staff briefings followed by a survey of all teachers to ascertain the success of the briefing effort. Only 54% of the staff responded to the survey, but all of those reported that they could explain the project goals to an outsider, and between 84 and 97% reported that they could describe the various components of the project.

Progress on specific program components was slow during the 83-84 school year because the committee had to focus much of its resources on creating a structure in the school that would facilitate program implementation during the following year. A more effective structure was needed to move the program forward. The team oriented the staff to the project (as described above) and designed structures to enhance communication and teamwork. Much effort would have been saved if the original team had resembled the revised team more closely, and if there had been sufficient time to work with the new principal before the school year began to better integrate the project into her plans for the school. This integration proceeded at a slow pace, and was not complete until the end of the 1983-84 school year.

The BBP project planned during 1982-83 was modified considerably during the 1983-84 school year as we worked with the new school administration to coordinate the BBP plans with those of the principal. The following pages describe the initial plan for BBP. This program was, for the most part, not implemented during the 83-84 school year. Exceptions are described following each component description.

Student Affective Interventions

This set of activities has several objectives: (a) Improve students' and public's perception that Pimlico is a safe school to attend; (b) increase the degree to which students are rewarded for positive behavior; (c) increase positive attachments to teachers and peers; and (d) improve students' conflict resolution skills. There were three major activities planned in this area: A school safety campaign, attendance interventions, and peer counseling.

School Safety Campaign. This campaign sought to (a) teach alternatives to fighting; (b) increase the clarity and consistency of school rules, by a re-evaluating the disciplinary structure and piloting effective classroom management strategies; and (c) gain media coverage of Pimlico's efforts to improve its climate.

School Safety Campaign--Actual Implementation. A discipline guide was produced. This guide stated school rules and consequences for breaking the rules, and it clarified the procedure teachers and administrators would use in dealing with behavior problems. The guide was given to teachers and reviewed with them. Classroom rules and consequences for breaking them were posted in every classroom. A disciplinary referral form was designed and teachers were told how to use the form. Sixty-one of the 78 teachers used the referral system to make at least one referral. Of those who used the form, the modal number of referrals was one for the year, and the average number was 14. A few teachers made large numbers of referrals (as many as 109), but 92% of the teachers made fewer than 30 referrals and 80% made fewer than 20 referrals.

An effort to expand the variety of disciplinary options in the school was unsuccessful. The in-school suspension center planned by the discipline committee was never opened because the principal felt that it could not be staffed (options for staffing were not thoroughly explored by the committee because the principal also discouraged the idea of the center). Teachers were asked to use individual discipline recording forms to monitor their reactions to misbehavior in the classroom, but the purpose of the form was not made clear to the teachers until the end of the school year and the use of the forms was not monitored. The use of these forms was limited--even teachers on the planning committee did not use them. Plans to provide feedback and assistance to teachers who used only a narrow range of consequences were never carried out.

Attendance Interventions. Preliminary plans included two attendance-related interventions.
(a) Competitions among clusters (groups of students who travel from class to class together sharing the same set of teachers) for awards for the best overall attendance and the "most improved" attendance, and
(b) student attendance teams with a rotating team leader responsible for calling other team members every evening to encourage attendance.

Attendance Interventions--Actual Implementation. The planned attendance interventions were not implemented. Instead, students with perfect attendance received quarterly certificates.

Peer Counseling. The Baltimore City Public Schools guide, "Peer Counseling in the Guidance Program," was to be the model for a peer facilitator intervention. This intervention would focus on improving conflict resolution skills and counseling students experiencing difficulties.

Peer Counseling--Actual Implementation. Ten students were selected to become peer counselors and eight of these completed ten training sessions, or half of the training. No counseling was done.

Teacher Morale and Competency Building

The objectives for this set of activities are to increase teacher morale, commitment, and knowledge and use of sound teaching and classroom management techniques. Generally, this program component was to facilitate communication and the spread of ideas; to recognize outstanding professional contributions; and to create a framework for assistance, collaboration, and friendly social interaction among members of the staff. The specific teaching and classroom management techniques targeted were
(a) increase the degree to which teachers reward students for positive behavior, (b) increase degree of "critical thinking" as opposed to "giving correct responses" among students, (c) improve teacher-student interaction in the classroom, (d) increase the proportion of students for whom the level of instruction is appropriate, and
(e) decrease classroom disturbances. Staff development would be needed to help teachers do these activities.

Social Club. A "Pimlico Social Club" was to to increase teachers' sense of belonging to a team.

Social Club--Actual Implementation. Five social activities were planned. One was not held. Another was attended by only three or four people. A Christmas party and a potluck luncheon held at the school were both well-attended, and an off-campus picnic was attended by about thirty people.

Staff Development. The general staff development plan was to expose all teachers to each innovation, then to work intensively with a subset to ensure quality implementation. The first subset of teachers who receive intensive assistance were to assist with the follow-up activities for the next group, and so on.

The specific techniques or skills to be included in the staff development activities were:

1. Reality Therapy (see previous description),
2. Student Team Learning (STL) (see previous description),
3. Classroom grouping strategies,
4. Questioning skills, and
5. Skill at relating different subject areas to one another.

Staff Development--Actual Implementation. Ten teachers received training in Reality Therapy, Assertive Discipline and Student Team Learning at the August 1983 workshop. We do not know to what extent the techniques were implemented by these teachers because activities aimed at orienting the staff to the project took priority over monitoring the classrooms of the teachers. Plans to extend these techniques to other teachers in the school and to control the quality of the implementation effort were made during the 1983-84 year.

All teachers were trained in Reality Therapy in a one and one-half day workshop in January, 1984. Implementation monitoring showed that the teachers were not implementing the techniques as planned. Progress was slowed while the planning committee turned its attention to resolving basic problems of lack of teacher involvement in the planning for the project and staff lack of understanding about the project. Plans for complete implementation of the Reality Therapy techniques were made for the following school year.

Community Support

The objectives of this component are to (a) increase community support and advocacy for the school, and (b) increase the level of social control of truancy by the surrounding community. BBP planned to:

1. Invite local business persons to talk to small groups about the importance of school attendance;
2. Encourage local stores to offer "give-aways" as rewards for improved attendance or to post lists of names of students whose attendance improved;
3. Seek the help of community groups in identifying truants; and
4. Invite churches to hold inter-church school attendance programs.

Community Support--Actual Implementation. None of the planned activities in this area were carried out. Instead, a "Meet the Principal" night was held in September to introduce the community to the BBP project. A committee of 12 representatives from interested community organizations was formed. This group met monthly from November through June. About eight of the 12 members attended the meeting regularly. The group planned and carried out another "Meet the Principal" meeting in April to discuss the conversion of the school to a middle school. This meeting was well-attended. The group also solicited donations from local businesses to be used to reward students for good behavior, attendance, and achievement. We have not documented the extent to which this effort succeeded.

Interim Evaluation of Program Outcomes

Measures

The primary evaluation instrument for the Effective Schools Project (ESP) is a set of surveys administered to all teachers and students in both schools in April of each year. Additional measures are taken from school records. The basis of the surveys is the Effective School Battery (ESB) Teacher Survey and Student Survey (Gottfredson, 1985). The ESB Student Survey was modified for the present project. It provides measures of most of the ESP goals and objectives, but for some we had to add items from other surveys or develop our own measures. We deleted some of the ESB scales to ensure that the survey could be completed in a two-hour period. Details of the scale construction and psychometric properties of the Effective School Battery scales are included in the ESB manual. Appendix B contains information about the non-ESB scales.

Evaluation Design

The design called for comparisons of gain scores for each of the program schools from one year to the next with gain scores for two other junior high schools that were closely matched to the project schools on racial composition and enrollment. Table 1 shows demographic characteristics of the project and comparison schools.

Unfortunately, the absence of a specific prior agreement about the evaluation requirements resulted in the school system's decision to forego the survey administration in the comparison schools. The Deputy Superintendent of Planning, Research, and Evaluation could not justify the disruption and extra work entailed in administering surveys to students who were not in the program schools. For all outcomes measured by the survey we will compare each project school to its own baseline.

An additional comparison is made possible by the design of Calverton's program. Because the committee chose to intervene in the seventh grade only, we are able to compare the Spring, 1984 measures for the experimental seventh grade to Spring, 1983 measures for the preceding cohort of seventh graders. Similarly, 1985 measures of the 1983-84 seventh grade cohort (which will then be in the eighth grade) will be compared with the preceding two years' cohorts of eighth graders. For all Effective School Battery measures we report pre and post percentile ranks for the schools with respect to approximately 70 secondary schools in predominantly inner-city, minority schools which administered the ESB between 1981 and 1983.

Differences between the experimental cohort and the nonexperimental cohort may arise from factors other than the treatment. Times change. To the extent that cohorts of youths are affected by changes in their environments, the comparison of experimental and nonexperimental cohorts will reflect these differences rather than or in addition to differences attributable to the program. Also, each cohort of students has a different unit administrator.

Table 1

Pretreatment Data for Effective Schools Project Schools and Two Comparison Schools

		Calverton	Lemmel[a]	Pimlico	Greenspring[a]
Enrollment	1981	1395	1276	1722	1746
	1982	1357	1437	1483	1617
	1983	1488	1344	1425	1468
Attendance Rate	1981	79%	81%	83%	81%
	1982	80%	81%	82%	76%
	1983	77%	76%	79%	77%
Mean Grade Equivalent California Achievement Test in Reading					
Grade 7	1981	6.4	6.2	6.4	6.3
	1982	6.2	6.2	6.3	6.1
	1983	6.3	6.4	6.4	6.4
Grade 8	1981	7.9	7.6	7.9	7.3
	1982	8.1	7.8	8.0	8.3
	1983	8.0	7.9	8.0	8.0
Grade 9	1981	8.1	8.1	8.5	8.4
	1982	8.2	8.5	8.7	8.4
	1983	8.7	8.5	8.3	8.5

Note. All schools have approximately 100% black student population.

[a] Comparison school.

Table 2

Pre-Project Means and Standard Deviations on Teacher Characteristics and Behaviors for Experimental and Nonexperimental Teachers -- Fall, 1983

Behavior/Characteristic	Experimental			Nonexperimental		
	M	SD	N	M	SD	N
Structured Teaching Style	3.38	.55	15	3.34	.67	26
Vocabulary	.35	.23	14	.39	.25	26
Have used (proportion)						
Student Team Learning	.79	.42	14	.76	.44	29
Assertive Discipline	.79	.42	14	.80	.41	25
Reality Therapy	.39	.51	13	.38	.49	24
Mastery Learning	.96	.25	16	.97	.19	28

Note. No difference between experimental and nonexperimental teachers is significantly different from zero.

To the extent that the administrator affects the educational climate in the unit, the comparison of experimental to nonexperimental units will reflect these differences. The final analysis of program effectiveness will include a comparison of each cohort's growth over its own baseline. Greater improvement for the experimental unit would add to evidence of program effectiveness.

The comparison of experimental with nonexperimental teachers at Calverton is more problematical because 19 of the 27 experimental teachers volunteered or were selected by the principal to participate in the program. It is possible that experimental teachers and nonexperimental teachers were different before they were exposed to the program. We examined teacher evaluation ratings made by principals at the end of the the 1982-83 school year. The average rating for CARE teachers was 50.9 (SD=23.3) and for other teachers it was 47.7 (SD=20.8), a non-significant difference. However, we have no evidence that the teacher evaluation is a valid indicator of any teacher quality that is of interest to this study, and we were able to obtain ratings for only 72 and 61% of the treatment and control teacher groups, respectively.

A second source of information about experimental and nonexperimental teacher pre-intervention differences at Calverton comes from a survey completed by teachers during the first faculty meeting in Fall 1982. This survey was intended to measure teacher characteristics and behaviors related to project outcomes and to level of implementation of the program. Appendix C describes the measures used from this survey. If the experimental teachers differed on these dimensions prior to treatment, we would have more reason to believe that post-treatment differences would be due at least in part to the particular teachers selected for the program rather than to the program itself. Table 2 shows that the experimental and nonexperimental teachers did not differ on vocabulary or teacher structuredness, two measures which, according to prior research (Program on Teaching Effectiveness, 1978), differentiate teachers on implementation success. The hard evidence we have about pretreatment differences between the experimental groups, then, suggests that the Calverton teacher groups were similar on those characteristics that would most likely lead to differences in the outcomes of the study. Softer evidence also supports this suggestion: The principal of the school believes that the groups were similar before the program started.

Results

We do not expect to see big differences on the measures of the long-term goals of the ESP schools after one year of partial implementation. The purpose of this initial outcome evaluation is to check our progress in those areas that were sufficiently implemented to be expected to have made a difference during the first year. Results for all outcome measures appear in Appendix D. The following section highlights results for the few program components that were implemented.

Student Outcomes

Student Behavior. Many of the program components targeted student behavior. The ones that would be expected to have their largest and most direct effect on student behavior are the school-wide discipline revisions put in place in both schools, and the two behavior management techniques, Reality Therapy and Assertive Discipline. If the latter two were implemented strongly enough to make a difference, we would expect to see the largest behavior changes in Calverton's seventh grade unit, where trained teachers were clustered and where teachers were most encouraged to use the techniques. The evidence shows that student behavior did not improve very much in Calverton's seventh grade unit, at least according to students. Student reports of Delinquency, suspensions, and Rebellious Autonomy (an attitude that the student can do whatever he or she wants and that what other people think doesn't matter) were slightly lower but their reports of rebellious behavior in the classroom were slightly higher than the previous year's seventh grade. The teachers' reports indicate that the behavior management strategies had a small positive effect on classroom order, however. Teachers' reports of classroom order in the experimental unit at Calverton were at the 24th percentile while all other teachers' reports were at the 9th percentile.

Students at Calverton in general reported significantly less delinquent behavior in 1984 than in 1983, but the decline is due mainly to the 1983 8th grade reporting significantly less delinquent behavior than the previous year's 8th grade. Students' reports of their own behavior do not show an improvement at Pimlico; instead, the data show a statistically significant increase in drug use. Teachers at both schools, however, reported increases in Classroom Order--Pimlico from the 9th to the 16th percentile and Calverton from the 4th to the 12th percentile. Neither of these differences was statistically significant.

Although students did not report improved behavior, students and teachers at both schools reported that their schools were safer at the end of the first year of the program than they were the previous year. The differences in the teacher reports are highly significant.

To summarize, the data on delinquency and disruption outcomes show both schools have become safer places, and that teachers in both schools reported more orderly classrooms (although the differences were not large). The increase in Classroom Orderliness was most marked in Calverton's experimental unit. Student self-reports of misconduct, however, diverge from this general picture.

Increasing the clarity of rules and the consistency of rule enforcement may have increased safety at both schools. Pimlico and Calverton both developed and disseminated discipline guides, instituted disciplinary referral systems and posted classroom rules. Consistent with this explanation, we would expect to see an increase in student reports of Clarity of Rules in both schools. Both schools did increase: Calverton from the 89th to the 91st percentile and Pimlico from the 78th to the 92nd percentile. Neither of these differences is large or statistically significant, but both schools were high on this dimension to begin with. It is unlikely that these relatively small increases in perceptions of Rule Clarity would lead to such large increases in school Safety. Pimlico placed posters dealing with school safety around the school, and at Calverton increased perceptions of Safety may have resulted from improved classroom management. Factors unrelated to the project may also have resulted in reports of increased Safety in the schools.

Academic achievement. It is premature to expect a noticeable increase in academic achievement at either school. Most of the program components at both schools are directed at changing students' attitudes about school--increasing their motivation to attend school and to learn. The intervention most likely to have a direct and fairly immediate influence on academic achievement is Student Team Learning. We have no evidence about the extent to which the ten Pimlico teachers who were trained in these techniques actually used them, but we know that most of Calverton's experimental teachers used the techniques at least once, and that most of the students in the unit were exposed to them. At least five of the experimental teachers used the techniques regularly. Hence we would expect to see the largest improvement in achievement among Calverton seventh grade students, but we do not expect a large jump even there because the program was only partially implemented. {The research demonstrating the effectiveness of this technique typically involves continuous use for a period of at least six weeks (Slavin, 1983)}. All grade levels in both schools improved slightly on the California Achievement Test. Calverton's seventh grade did not fare better than any other grade on these tests. On measures of grades and promotion, the seventh grade unit at Calverton looks worse than the eighth and ninth grades, but this is because each year the lowest-achieving students drop out of school, raising the average achievement levels of the remaining students. Seventy-five, eighty, and ninety-one percent of the seventh, eighth and ninth grades, respectively, were promoted to the next grade, but the number of students in each grade level tells us something about the extent to which dropout is affecting the improvement in academic achievement: The seventh grade had 628 students, the eighth had 557 and the ninth had 429 students. A more relevant comparison is that between the percentage of previous year's seventh graders and the experimental seventh grade's promotion rates. Only 62% of the previous year's seventh grade was promoted to the eighth grade, as compared to 75% of the experimental seventh grade.

Student Team Learning techniques provide rewards in the form of peer acceptance and recognition for academic achievement. If the technique is working we would expect students to report increased rewards for academic performance. Indeed, students in both schools reported receiving significantly more rewards in school after one year of treatment. Calverton went from the 27th to the 42nd percentile overall, and the CARE unit increased to the 54th percentile--a highly significant increase. Pimlico went from the 21st to the 58th percentile. Pimlico's large increase suggests that the STL techniques were used more than we know. It is also possible that the score was raised by the increase in rewards for attendance and good behavior that were part of other interventions. We have no hard data on the extensiveness of these interventions.

Student Attitudes. Student attitudes were a third major area targeted for improvement. The extracurricular activities at Calverton aimed to increase student-teacher interaction and to promote liking for school and sense of belonging among students. Reality Therapy classroom meetings at both schools aimed primarily to increase attachment to school and sense of belonging, but if properly implemented they should also increase teacher respect for students, and should enhance students' self-concepts and interpersonal competencies. Pimlico's scores reflected a positive change on many of the measures targeted by the Reality Therapy classroom meetings. Its students liked school much better than in the previous year and felt more of a sense of belonging. These differences are statistically significant. Self-concept and teacher respect for students also increased, but not significantly. Interpersonal Competency did not increase. The reports of Calverton's students are less clear-cut. They reported liking their school better than others in the city, but grew significantly less attached to people in their school. An examination of the grade breakdown for these results shows that the negative trend is due primarily to one of the nonexperimental units in the school. Students in the experimental unit reported feeling a little less alienated and their reports of Attachment to School remained even with reports of the previous year's seventh grade. Student reports of teacher respect also showed no change in the experimental unit, and their self-concepts suffered somewhat. Student Interpersonal Competency and teachers' reports of Interaction with Students increased.

One explanation consistent with this pattern of findings is that Reality Therapy classroom meetings increased Attachment to School, Self-Concept, and Respect for Students, and that Pimlico but not Calverton implemented this strategy well enough to bring about these changes in the students. At Calverton, the decreases in alienation and increases in Student-Teacher Interaction are more likely due to the extracurricular activities component than the Reality Therapy component. Calverton's differences on these measures were not large enough or consistent enough to conclude that any component was very successful at bringing about the desired changes. Pimlico's changes are larger and more consistent, and likely due at least in part to the Reality Therapy. Reality Therapy was the only large-scale staff development exercise undertaken at Pimlico during the year. Although we have no data on actual implementation of the techniques, we do know that all the teachers received the training. At Calverton, all teachers in the experimental unit also received the training, but these teachers had difficulty integrating all the new activities at once. The planning committee chose to deemphasize Reality Therapy in favor of some of the other activities for the 1983-84 year.

Relevance of School. Another area Calverton focused on was increasing students' perceived relevance of school. The Career component, which was implemented nearly up to the standards specified by the planning committee, aimed to increase students' perceptions of the relevance of school. We have several measures of relevance of school. We asked students to tell us if they had any career goals at all, whether they were learning things in school that would help them achieve their career goal, how many of their subjects they thought they had to master in order to reach their career goal, and whether they felt that they were learning things in school that would help them get a good job in the future. We also asked a number of questions pertaining to the importance of education in general. These general items form a scale called relevance of school. Students in the experimental unit at Calverton improved on all of these measures except the relevance of school scale. Only two of the ten comparisons for the other grades (2 grade levels x 5 measures) showed improvement. The magnitude of the improvement for the experimental unit is large. For example, only 63% of the previous year's seventh grade answered "yes" to "Are you learning things that will help you achieve your career goals"? Seventy-one percent of the experimental seventh grade answered affirmatively, and this percentage was higher than any of the other grade levels as well as for Pimlico students in general. Pimlico improved on most of these career-related measures also, but the improvement was not as great as in Calverton's seventh grade. (No component of Pimlico's BBP program was directed at this objective.)

Teacher Outcomes

Community Involvement. Calverton and Pimlico both planned to increase community involvement in the school. At Calverton the parent volunteer intervention was implemented well enough to be expected to make a measurable difference. The Pimlico Community Advisory Committee was implemented with some success, but was not highly visible to teachers and students in the school. Hence we would expect to see some increase in Calverton teachers' reports of Parent and Community Involvement, and less of an increase in Pimlico teachers' reports. This is exactly what we found. Calverton teacher reports rose from the 56th to the 78th percentile, and Pimlico's from the 33rd to the 35th. The experimental teachers at Calverton reported even higher Parent and Community Involvement--up to the 83rd percentile. This makes sense because the parent volunteer efforts were concentrated in the experimental unit.

School Climate. At least as important as the goals and objectives of each program component are indicators of the school climate in general. ESB climate profiles for Spring 1982 showed that both schools were characterized by low morale, lack of teamwork among faculty and administrators, and a general low level of planning and innovative action (see Appendix A). Over the duration of the project, both planning teams worked hard to create structures and arrangements in their schools that would facilitate change. These organizational development activities--a primary focus for both schools--paid off. Survey results show that both schools improved significantly in Morale. Both schools improved on teachers' reports that their schools are places where innovative planning and action occur, and at Pimlico this improvement was highly significant (from the 7th to the 43rd percentile). In both schools teachers' reports indicated increases in the effectiveness of administration on the Smooth Administration scale. At Calverton this dimension showed significant improvement: from the 3rd to the 12th percentile. Teacher Job Satisfaction and Professional Development also increased in both schools. Teachers in the experimental unit at Calverton scored well above the teachers in the rest of the school on the Planning and Action and the Smooth Administration scales. This set of findings is promising because we know that morale, a spirit of innovation, and teamwork enhance organizational development efforts (Berman & McLaughlin, 1976). We expect that the advances made in these areas will pay off in other areas.

Discussion

An open examination of the factors that advanced and impeded productivity during the first two program years will help us to learn about the conditions necessary for successful organizational development efforts in schools. The obstacles and resources described below are typical of those that are likely to be encountered in some middle and secondary schools in any large city.

Resources

People. An important conclusion to be drawn from the ESP is that the schools are rich in terms of human resources. The people who have worked on the Effective Schools Project deserve high praise for their commitment to improving their schools. The planning committee members and teachers implementing the programs never hesitated to contribute their time and talent to this effort. The planning committee members persisted through long, often taxing planning meetings and they bore the burdon of introducing the project to school staff and defending it. The difficulty of maintaining an open dialogue in the face of multiple obstacles cannot be underestimated. But the people working on the Effective Schools Project have persisted through several such difficult situations.

Teachers are the backbone of the Effective Schools Project. If they choose not to act, the program cannot move forward. The teachers have often proven open to change and have provided important insights into the project. They have never refused to implement any component of the program. Instead, they have worked with the planning committee to iron out bugs that impeded progress. All have cared enough to try the new techniques and to share with the planning committee their opinions about the techniques.

The administrators in both schools deserve credit for working to move the program fotward. Their jobs are difficult--often like walking a narrow line with teacher demands on one side and central administration demands on the other. Principals must be sensitive to the welfare of their staff at the same time they faithfully implement district policies that are often unpopular with staff. All this must be done while trying to juggle the assorted problems of 1500 students and their parents. It is no wonder that these administrators sometimes find it hard to sit down and ruminate about the roots of their schools' problems or develop performance standards with their staff. The administrators in this project have remained open to the organizational development activities imposed by the Effective Schools Project despite the sometimes painful nature of the information used to guide project activities. There have been times that they have been cautious about releasing the information to certain groups that might misinterpret the information, but they have never refused to allow information to be gathered and discussed.

The planning committee members proved to be a major resource. A teacher from Calverton coordinated the CARE project at the school while teaching a full load of classes during the 1983-84 school year, and is currently contributing a substantial portion of her study leave time to carrying out the project at Calverton. A counselor from Northwest Youth Services has been an active participant in the Pimlico planning committee--even when attending the meetings meant giving up his own free time. He and other staff from

NYS have provided training in Reality Therapy to teachers at both schools. A district administrator has continued as an active member of both planning teams after retirement made his participation completely voluntary. A counselor at Calverton put forth Herculean effort to implement the Career Exploration activities almost singlehandedly during the 1983-84 school year. All planning committee members, past and present, have served the project well with their persistence, hard work and insight.

Evaluation resources. Central staff and school staff have collaborated in the evaluation of the project. They have helped us use centrally located student records for evaluation purposes as well as to assist the schools in implementing parts of their program. For example, central attendance records were used to generate a list of chronic nonattenders to be targeted for services at Pimlico. Prior collaborations with school projects in big cities have raised our awareness about the complexities of maintaining a data base for a large, highly mobile population. It is a credit to the Baltimore City Public Schools that their data base is sufficiently accurate and current to make it useful for current project assistance as well as the more traditional reporting function.

Support. Staff at all levels of the BCPS system have voiced support for the Effective Schools Project. The support of district level supervisors, subject area coordinators and the superintendent are an essential factor in any school improvement effort. The entire project would be thwarted at the outset without their support. Support has been shown in a variety of ways: The Deputy Superintendent of Planning, Research and Evaluation addressed the planning committees at the initial workshop; the Superintendent met with members of the planning committee after the first year to learn about the project and to offer her support. Subject Area Coordinators, Regional Superintendents and Executive Directors under the Superintendent have kept themselves informed about the project and have attempted to coordinate their other activities with project activities. Staff development personnel have assisted with teacher training activities. The system has contributed funds for substitute teachers to cover classes of teachers who were being trained, and recently offered matching funds for a grant being sought from a local fund for educational excellence.

Obstacles

A requirement for the success of any school improvement effort--indeed any organizational development effort--is that information is to be valued. Information about problems and obstacles are to be cherished as much as information about progress and resources. Progress can be made only when difficulties are openly recognized and confronted. Common sense and accumulated experience converge in implying that educational leaders who identify and confront problems are more effective than those who ignore these problems. It is a sign of the wisdom and maturity of the faculty, principals, and district administrators participating in the Effective Schools Project that they share with us this view of the value of information. Despite the pressures that often exist in large bureaucracies to behave as if problems do not exist, the Effective Schools Project has operated primarily in an atmosphere of frank and open discussion.

Staff stability. Instability in staffing can be a huge problem for school-improvement efforts, and the assumptions underlying the PDE method help us to understand why. The method assumes that an innovation will be implemented most faithfully when the implementers understand and accept the theory underlying the effort. The theory-generating segment of the PDE model is time consuming, involving careful and systematic consideration of the major factors contributing to the organization's problems. The process involves long hours of discussion, during which evidence about causes is discussed, accepted or rejected by the group, and carefully translated into clear objectives. Interventions are carefully tailored to those objectives. Persons who persist through the entire process have a clear understanding of the rationale for their program and the choice of interventions. Persons merely informed about the results of the process have less of an understanding of why the specific interventions were selected, and persons merely told to implement the intervention have no understanding.

Both planning committees started out with ten members. They both lost three by the start of the second year. These three were replaced with four new members in one school and seven new members in the other. By the beginning of the third year, staff turnover again resulted in the loss of two and four planning committee members from the two respective teams.

Turnover also affected the program at the teacher-implementer level. Of the 27 teachers in Calverton's seventh grade unit during 1983-84, eight, or 30%, were transferred in too late to include them in the Fall teacher training. This last minute transferring of teachers caused a major setback for the program: A large proportion of the teachers in the unit did not receive the initial orientation to the program and the rationale behind the choice of interventions; they did not receive the initial training necessary to implement the classroom innovations. The implementation of the classroom interventions was slowed considerably while we tried repeatedly to find time for the rest of the teachers to be trained. One of the three segments of the training was not offered again until the following Fall.

During the summer months of 1983 the principal and two assistant principals at Pimlico Junior High retired or were transferred, and a new assistant principal was placed in the seventh grade unit at Calverton. The head of the guidance department at Calverton, who chaired the planning committee, also transferred to another school. All of these changes were made over the summer months between the planning year and the first year of implementation, making it impossible to prepare the new planning groups for the project before the beginning of the school year. In some cases we were unaware of staff changes until after the beginning of the school year. This high degree of staff turnover appears typical in this school system and school personnel are accustomed to starting each year with a sense of uncertainty.

Selection of schools. Fullan, Miles and Taylor (1980) suggest that the overriding selection criteria for projects like the ESP must be "OD readiness" as opposed to perceived urgency or need for services. According to Fullan et al., "readiness" is greatest when the following conditions are present:

1. A spirit of collaboration exists, and open communication is possible and valued.

2. The administration is supportive of (or at least not negative toward) the OD intervention. This includes district support from central administrators as well as the principal's commitment, support, and involvement. Financial investment is a good indicator of potential success of the program.

3. The organization does not have a history of one failed innovation after another.

4. All members of the staff are involved in the decision to participate in the project. Fullen et al. suggest three or four meetings over a two-month period to introduce OD and describe how it works to the staff. They also suggest that the commitments (in terms of staff time and resources) that each of the organizations will make to the OD effort and the time line for the project should be specified and agreed upon before the project is started.

The Fullan et al. criteria for OD readiness appear sensible, but were these criteria always applied in school improvement initiatives, the schools most in need of improvement would never be selected. One aim of the ESP is to learn how to bring about the conditions Fullan et al. describe. The two schools participating in the ESP would have been rated low on the OD readiness criteria when the project began, and they would be rated considerably higher now.

Climate assessments show that when the project began, both schools were demoralized. Little spirit of collaboration existed between the faculty and administration at Calverton--the climate was characterized by mistrust and fear of administrators among teachers. In the Spring of 1982, during the planning year for the project, Calverton and Pimlico scored at the 7th and 6th percentiles on staff Morale on the norms for the ESB. They scored at the 3rd and 23rd percentiles on teacher perceptions of staff-administration cooperation. Teachers were initially unwilling to let observers into their classrooms for fear that information derived from the observations would be used against them by the principal. Some teachers even expressed reluctance to use the disciplinary referral system because they feared what might happen if the school administration thought that they were having a problem controlling their classrooms. During the faculty meeting at which the program was first introduced to teachers, at least one faculty member wondered why the system would try such a program at Calverton. He felt that Calverton's situation was hopeless.

The second "OD readiness" criterion has to do with support. The schools would have scored high on this factor in terms of support from the central administration. Pimlico was initially weak on principal support and involvement but improved drastically in the second year.

The third criterion is the absence of a history of failed programs. Many different programs have been tried in the school system. Some teachers try to wait-out new programs, hoping that the program will disappear before the teacher has to act. New initiatives are often met with skepticism by school people, and there are often insufficient resources to work intensively with the school personnel to overcome the skepticism and to provide sufficient support to implement the program well. Our schools would probably have received low scores on the third "OD readiness" criterion.

Finally, school staff were not a part of the decision to join the Effective Schools Project. One of the first year's activities was to engage teachers in a dialogue about the project and to gain their support. No dialogue occurred at Pimlico in the first year, but a series of activities at Calverton was successful at gaining support from many teachers.

The positive results achieved in the first two years of the project show that school improvement efforts can lead to progress even in difficult schools, although the experience also illustrates the validity of Fullan et al.'s "readiness" criteria. Progress has certainly been slowed while the project has attempted to create conditions like those recommended by Fullan et al.

Clear Understandings. Fullan et al. also recommend written agreements about the scope of the project. Our experience leads to the same conclusion. Although we wrote our expectations in a proposal document (Delinquency Program, 1982) and a letter (dated 5/18/82), the statements were not clear enough. After initial meetings with the school system we thought we had agreed to an experimental design involving comparison schools and that the system would provide certain resources--including staff development personnel time and materials for teacher training. When we were ready to administer the baseline survey to the treatment and control schools we were informed that no survey could be given in the control schools, and when we contacted the staff development office for training assistance, we learned that they had not been informed by the former Deputy Superintendent for Research and Development that their assistance had been promised, and they could provide only a fraction of the assistance that we requested. Such misunderstandings eat up valuable staff time and slow progress while resolutions are sought.

Professional discretion versus programmatic implementation. This problem appears common in school interventions. Much of the speculation about the importance of local initiative in program implementation (Berman & McLaughlin, 1976) appears related to the perceived need for flexibility during implementation to allow each locality to modify a program to suit its own needs. Flexibility is good in principle, but if the program being implemented is a specific, well-engineered set of procedures developed over a long period of time in diverse settings, modifications may be at odds with the theory or technology undergirding the intervention and may undermine its efficacy.

We found it difficult to cope with this problem in the Effective Schools Project. The desire for professional discretion is sometimes manifested in the planning stage as a reluctance to specifying concrete performance standards for school staff. This reluctance is more common for nonteaching positions than for teaching positions. Staff members do not find it as objectionable to specify the instructional methods and curriculum to be used by a teacher as to specify a counseling strategy or standards for disciplining students referred to the office. The methods and materials used to perform the guidance and administrative functions are determined at the school-level with assistance from the central office. This arrangement affords more discretion to school personnel. Assistant principals are free to exercise their own administrative style in disciplining students. The same holds for counselors in counseling students and principals in supervising the school staff. School staff, particularly guidance and administrative staff, were frequently resistant to specifying implementation standards for their own performance. This resistance sometimes made it difficult to implement the PDE method.

Desire for professional discretion appears more at the implementation stage than at the planning stage with teachers. Their methods and materials are more standardized than are guidance counselors' and administraters'. Teachers seem willing to accept the idea of standards for their own performance, but they often modify the standards for their own convenience or so that they better suit their own teaching styles.

Integration of project into school operations. The PDE process is a management tool based on a specific philosophy of management. Differences between the PDE philosophy and the management philosophy that governs an organization can reduce the efficacy of the PDE process. The PDE process may operate in tandem with a management system which is philosophically at odds with it for some time. Clashes in styles become apparent only occasionally, and are often brushed off or ignored. In both of the Effective Schools Project schools the administration of the school is guided by a different philosophy than is the PDE process. The principals have a top-down orientation; the PDE method calls for staff participation. The principals are intuitive; PDE is information-driven.

A loose management style often characterizes schools (Weick, 1984). This style sometimes affects the everyday operation of educational programs by undermining schedules. "Things come up" that prevent systematic activities from being implemented according to schedule. Of course this is true in any organization, but in some schools it seems to be the rule. Programmatic activities are seldom carried out as planned because some more immediate problem supersedes the planned activity. A "we'll see" attitude pervades the schools.

Crisis management does not mesh well with the PDE method. The PDE method relies on long-term programmatic reform, on persistence, on far-sightedness. Short-term crisis management is often needed, but it steals the resources necessary for long-term reform.

Building-level leadership. The ratio of full-time school-based to other Pimlico planning committee members was low, and leadership was lacking among the school-based members. The principal was congenial and caring, but he failed to provide the support necessary for team members to implement their plans when they got back into the school. He was reluctant to orient the entire faculty to the project because he wanted to iron out all of the bugs in the plan before presenting it. No other team members from the school assumed a leadership role. The most active members of the committee were personnel from the central staff and from community organizations.

Part of the difficulty in selecting interventions to address Pimlico's objectives may have resulted from changes in the Hopkins staff person working with the group. The original researcher assigned to this project left Hopkins in the middle of the first year and was replaced by a researcher who was less skilled at keeping the group on task. Lack of leadership in the group coupled with a less assertive facilitator slowed the group's progress.

By the end of the school year, the group was still struggling with a long list of program objectives--trying to narrow the list to focus a program on the most pressing problems, but unable to conclude which were the most important. Evaluative information from surveys, interviews or observations would have helped at this point, but were not available. We tried to rely on the impressions of the planning group members, but priorities differed.

Pressed for time, the group decided to try the classroom innovations that the Calverton group had decided upon. They were among the many interventions being considered by the group, and the training session seemed a good opportunity. Planning committee members hastily oriented the faculty and recruited volunteers to attend the Fall training. Of the twenty-three teachers who volunteered, ten attended the August training. We discovered later that the volunteers were not clear about what they had volunteered for. They had signed up primarily to obtain the inservice credit being offered.

In retrospect we should have altered the planning team composition early in the year to include leaders from the school, and we should have provided more assistance to the researcher who was struggling to bring some closure to the process. It would also have been helpful to include the principal's supervisor, the Regional Superintendent, on the committee.

Conclusions and Recommendations

Although the ESP is still in progress, some conclusions and recommendations can be made now. The schools participating in this project are improving. Staff Morale, staff perceptions of their schools as organizations which plan and act to improve, and cooperation between the staff and the administration are higher after one year of program implementation than they were the prior year. These differences are large and statistically significant. These are promising changes because they create the necessary conditions for real, lasting innovations.

Also promising are preliminary findings of improvements in outcomes of the specific program components. Students in Calverton's experimental unit report that school is more relevant to their lives than did seventh graders in the previous year's cohorts. They also report receiving more rewards for their school work. Students at Pimlico are less alienated than they were a year ago and like school more. Students and teachers in both schools think that their schools are safer places than they were the previous year.

Despite difficulties in applying the Program Development Evaluation method in these two schools, the method appears to be robust. Recommendations at this point in the project suggest ways to facilitate the application of PDE in future projects:

1. Provide training in the PDE method to school staff and their supervisors before the project begins. We kicked off the project with a training and orientation workshop for the planning committee members and the central office personnel assigned to the project. This was not enough. School staff have many supervisors, and all of them need to understand what the PDE method entails. Ideally the higher-level managers would use the PDE method or a similar planning tool to generate their own management plans and to supervise their staff. But the higher-level managers must at least have an appreciation for the kind of systematic planning that undergirds the program activities so that they will be less likely to make decisions or take actions that disrupt these plans. School staff should have more early understanding about what they are getting into. Consensus on the principles underlying the PDE method must be gained before the start of the project. Agreement with the basic ideas of planning, evaluation, schedules and quality-control standards for performance cannot be assumed. Ideally the project would be discussed with the entire staff and volunteers would be recruited to serve on the planning committee. This committee would then receive training in the PDE method before beginning to plan.

2. Staff stability must be ensured. There must be a commitment at all levels to maintain the key personnel in the school during the initial years of the project. Eventually the culture of the organization will change enough so that staff instability has a minimal effect on project effectiveness, but in the early years it is crucial that key people remain in the school.

3. School improvement is possible. The Effective Schools Project demonstrates that difficult schools will improve under an intensive organizational development intervention. However, additional experimentation is required to learn the most efficient way to structure the organizational development intervention. We need, for example, to study the effects of giving central administrators a more meaningful role in the process, and of involving school-level staff intensively for only a subset of the planning steps.

References

Bachman, J. G. (1975). Youth in Transition (ICPSR 3505) Documentation manual, Volume I. Ann Arbor: Inter-University Consortium for Political and Social Research.

BBP: Building a Better Pimlico. (1983). Working document.

Berman, P., & McLaughlin, M. W. (1976). Implementation of educational intervention. *Educational Forum*, *40*, 345-370.

Block, J. H., & Anderson, L. W. (1975). *Mastery learning in classroom instruction*. New York: MacMillan Publishing Co.

CARE: CAlverton Reaching for Excellence. (1983). Working document.

Canter, L., & Canter M. (1976). *Assertive Discipline*. Los Angeles, CA: Lee Canter & Associates, Inc.

Delinquency Program. (1982) *School system-researcher collaboration for school improvement*. Baltimore: The Johns Hopkins University, Center for Social Organization of Schools.

Fullan, M., Miles, M. B., & Taylor, G. (1980). Organization development in schools: The state of the art. *Review of Educational Research*, *50*, 121-183.

Glasser, W. (1969). *Schools without failure*. New York: Harper & Row.

Glasser, W. (1974, December). A new look at discipline. *Learning*, pp. 6-11.

Gottfredson, G. D. (Ed.). (1982). *School action effectiveness study: First interim report* (Report No. 325). Baltimore: Johns Hopkins University, Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 222 835)

Gottfredson, G. D. (1984). A theory-ridden approach to program evaluation. *American Psychologist*, *39*, 1101-1112.

Gottfredson, G. D. (1985). The Effective School Battery Student Survey. Odessa, FL: Psychological Assessment Resources, Inc.

Gottfredson, G. D. (1985). The Effective School Battery Teacher Survey. Odessa, FL: Psychological Assessment Resources, Inc.

Gottfredson, G. D. (1985). *Effective school battery: User's manual*. Odessa, FL: Psychological Assessment Resources.

Gottfredson, G. D., & Gottfredson, D.C. (in press). Victimization in schools. New York: Plenum.

Gottfredson, G. C., Rickert, D. E., Jr., Gottfredson, D. C. & Advani, N. (in press). Standards for program development evaluation. Psychological Documents.

Program on Teaching Effectiveness. (1978). An experiment on teacher effectiveness and parent-assisted instruction in the third grade. California: Stanford University, Center for Educational Research at Stanford.

Slavin, R. E. (1980). Using student team learning (rev. ed). Baltimore, MD: The Johns Hopkins University, Center for Social Organization of Schools, The Johns Hopkins Team Learning Project.

Slavin, R.E. (1983). Cooperative Learning. New York: Longman.

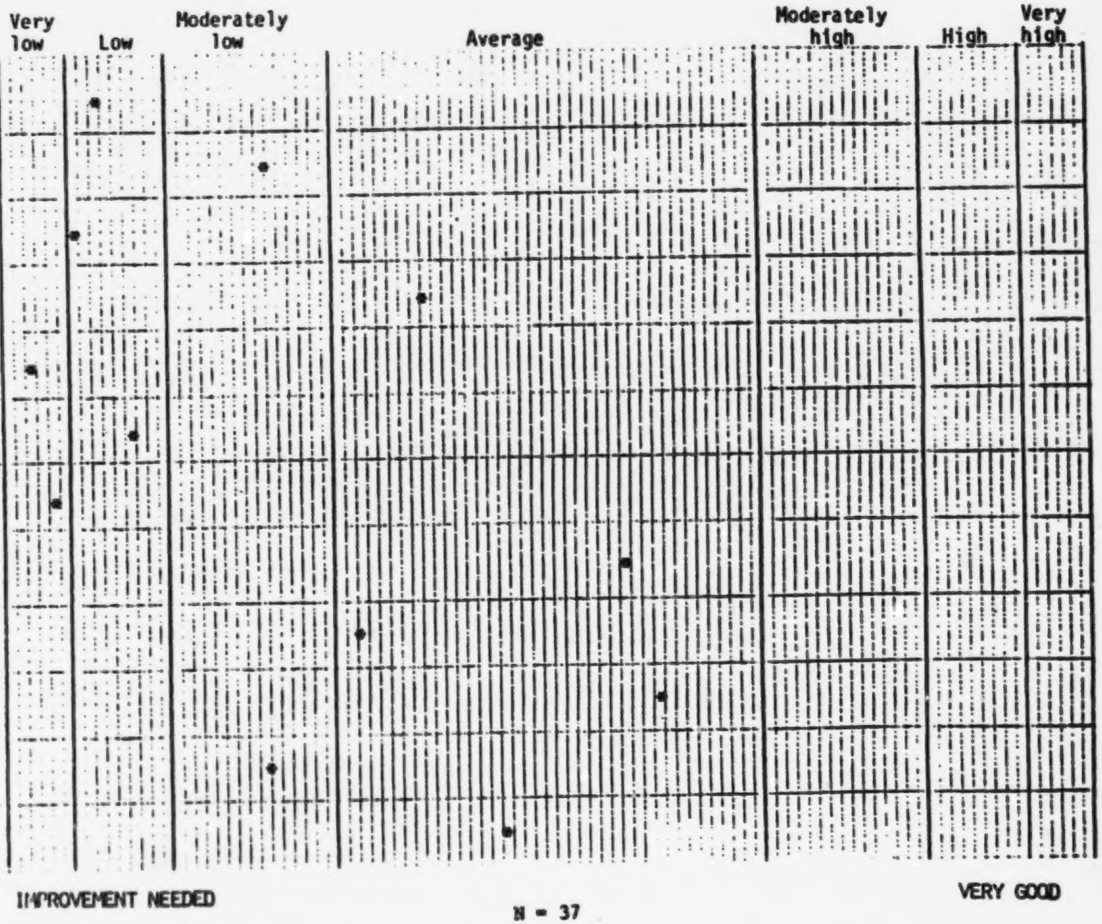
Weick, K. E. (1982). Administering education in loosely coupled schools. Phi Delta Kappan, 63, 673-676.

Appendix A: Spring, 1983 School Climate Profiles

SCHOOL PSYCHOSOCIAL CLIMATE
TEACHER REPORTS

Calverton Jr. High
Spring 1983

Measure	Percentile
Safety	9
Commitment	24
Morale	7
Planning and action	38
Smooth administration	3
Resources	12
Good race relations	5
Parent/community involvement	56
Student influence	32
Individualized instruction	59
Integration of groups	24
Avoidance of the use of grades as a sanction	45

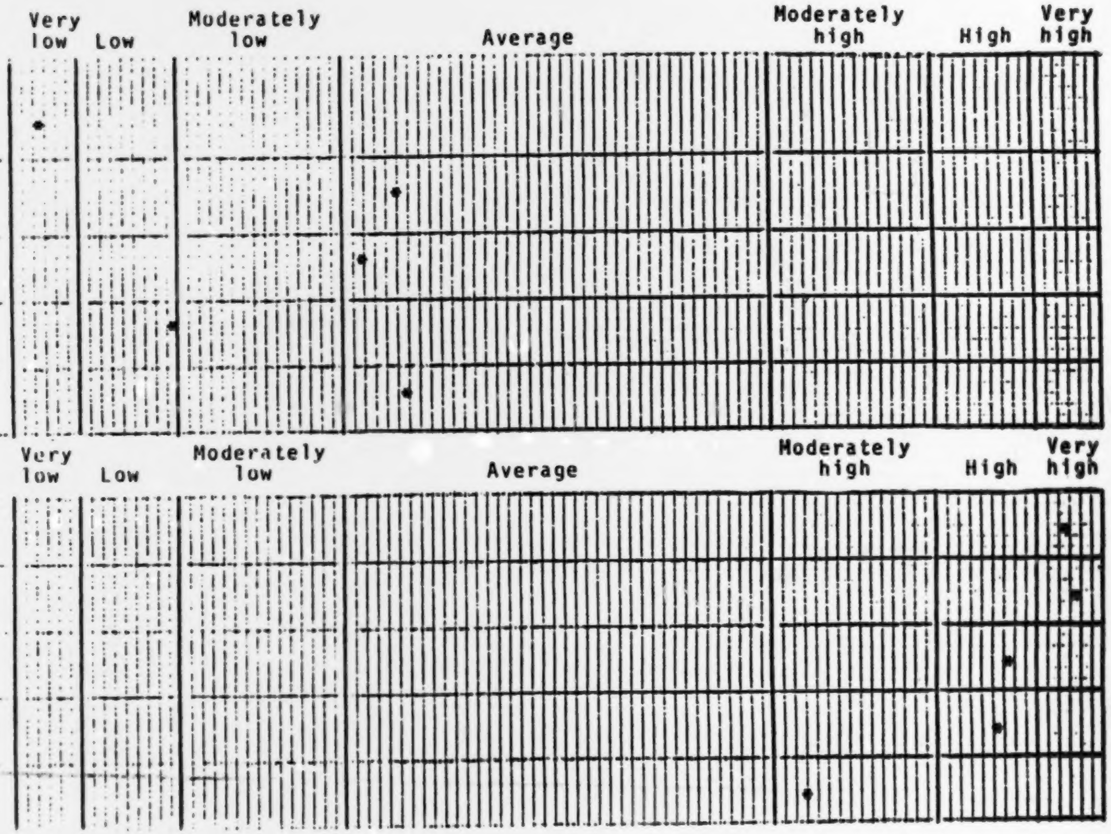


N = 37

SCHOOL COMPOSITIONAL CLIMATE
TEACHER CHARACTERISTICS

Calverton Jr. High
Spring 1983

Measure	Percentile
Job satisfaction	3
Interaction with students	35
Professional development	32
Non-authoritarian attitudes	15
Pro-integration attitudes	36
Victimization	95
Disruption	96
Low expectations	90
Type A sanctions	89
Type B sanctions	72



A2

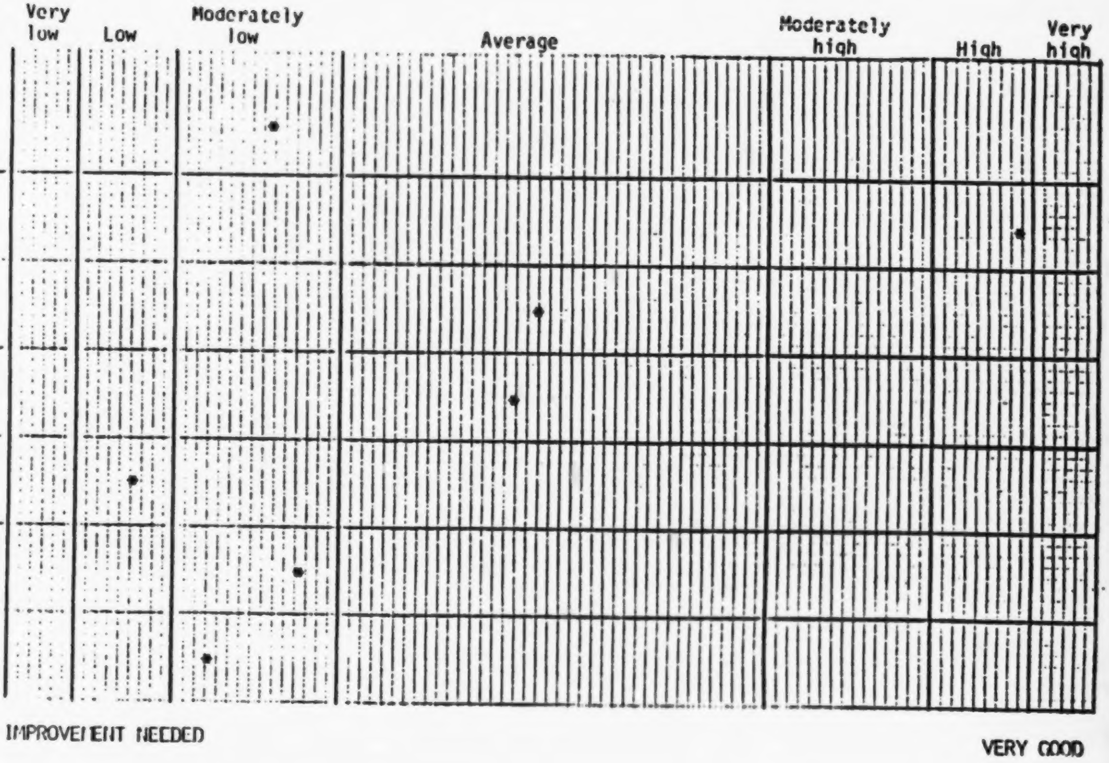
N = 37

BEST COPY AVAILABLE

SCHOOL PSYCHOSOCIAL CLIMATE
STUDENT REPORTS

Calverton Jr. High
Spring 1983

Measure	Percentile
Safety	24
Clarity of rules	92
Fairness of rules	48
Student influence	46
Individualized instruction	12
Student-teacher interaction	27
Respect for students	19

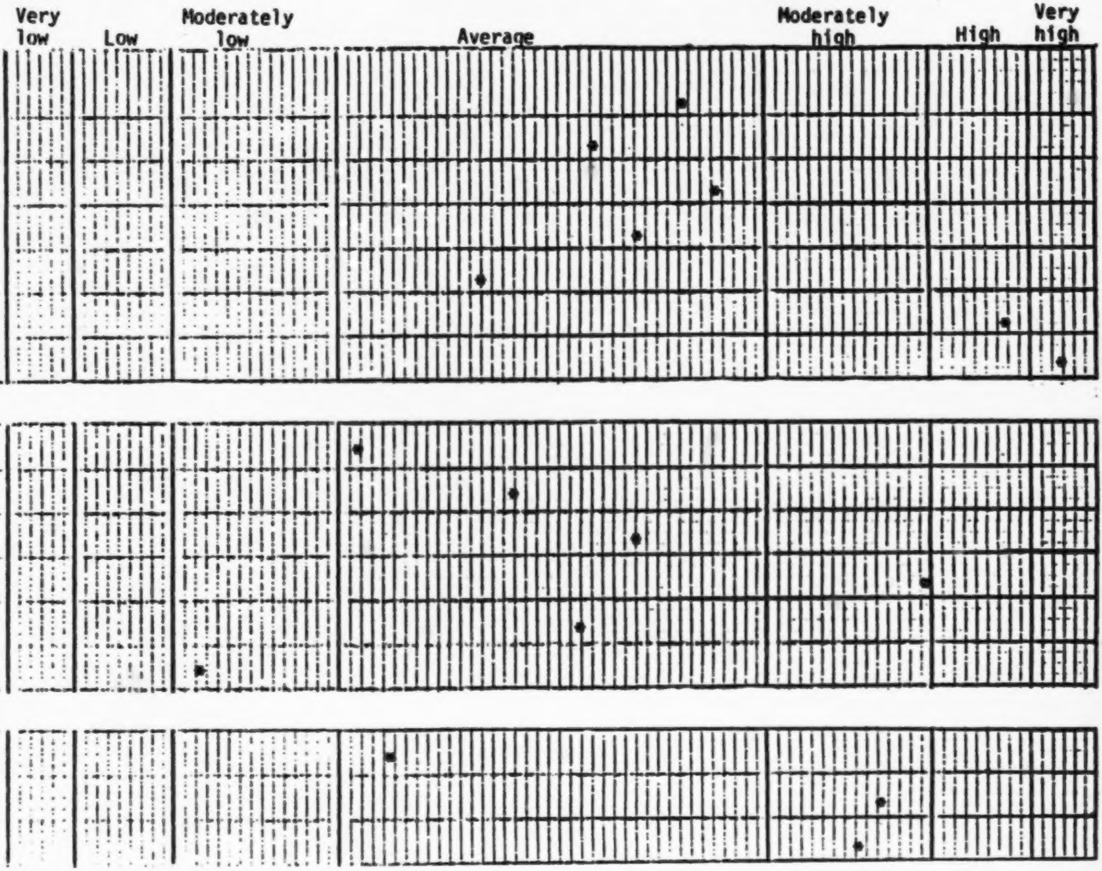


N = 254

SCHOOL COMPOSITIONAL CLIMATE: STUDENT CHARACTERISTICS AND BEHAVIOR

Calverton Jr. High
Spring 1983

Measure	Percentile
Delinquency	61
Drug involvement	53
Serious delinquency	64
Negative peer influence	57
Rebellious autonomy	43
Alienation	90
School punishment	95
Interpersonal competency	32
Attachment to school	46
Belief in rules	57
% expect post-high school	84
School effort	52
School rewards	18
Parental education	35
Parental emphasis on education	79
Attachment to parents	77



A4

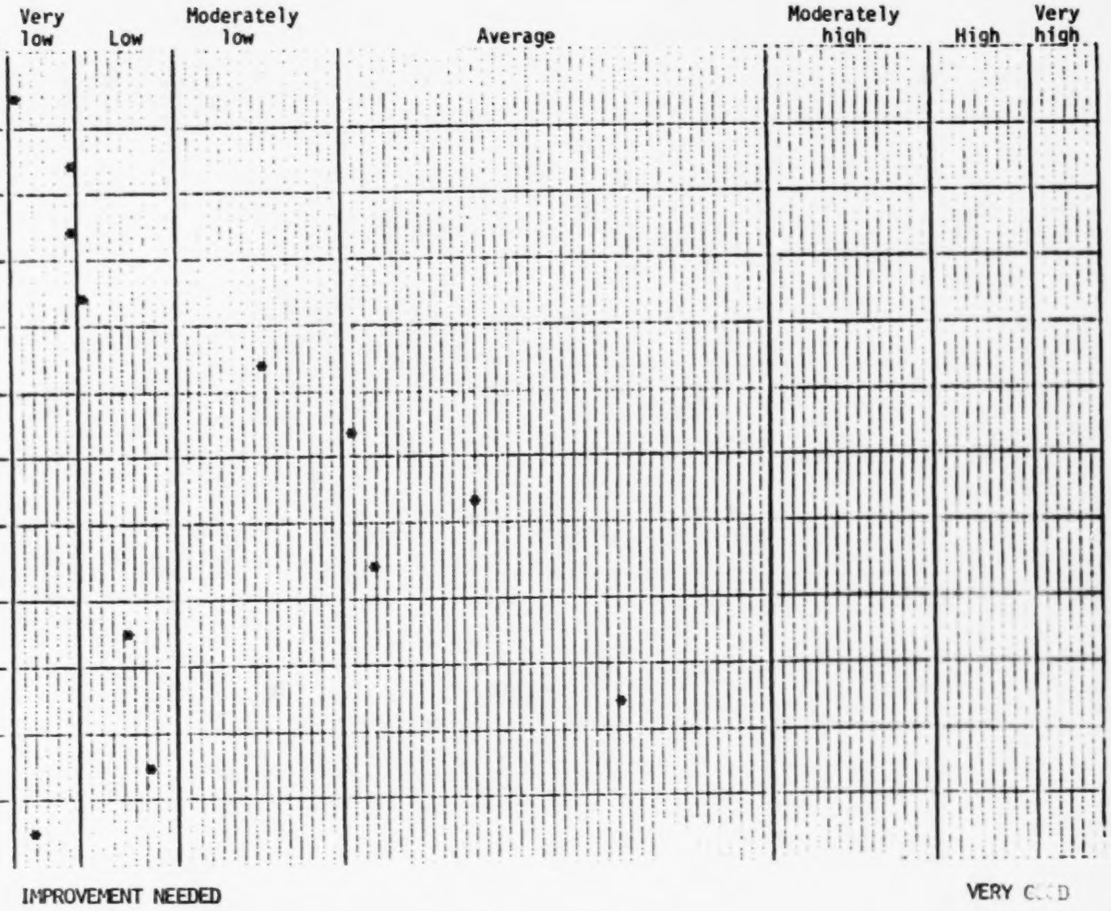
N = 254

SCHOOL PSYCHOSOCIAL CLIMATE

TEACHER REPORTS

Pimlico Jr. High
Spring 1983

Measure	Percentile
Safety	1
Commitment	6
Morale	6
Planning and action	7
Smooth administration	23
Resources	31
Good race relations	42
Parent/community involvement	33
Student influence	11
Individualized instruction	55
Integration of groups	13
Avoidance of the use of grades as a sanction	2

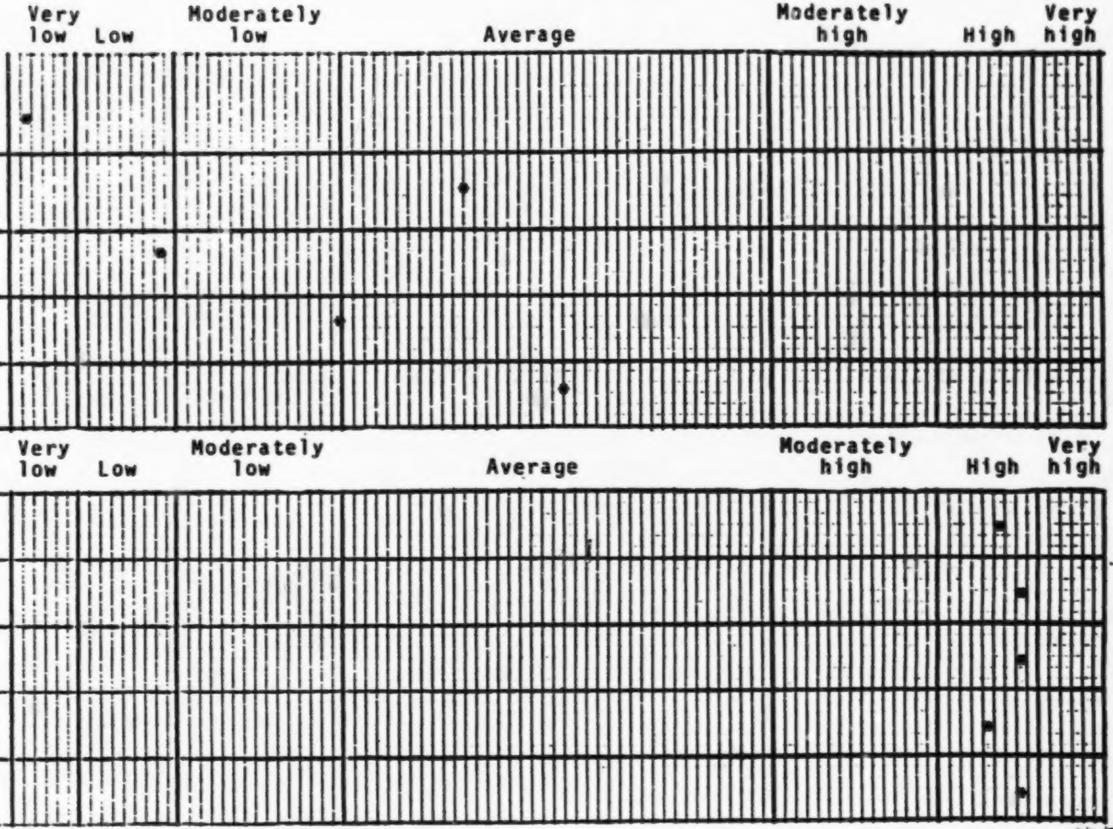


N = 39

SCHOOL COMPOSITIONAL CLIMATE
TEACHER CHARACTERISTICS

Pimlico Jr. High
Spring 1983

Measure	Percentile
Job satisfaction	2
Interaction with students	41
Professional development	14
Non-authoritarian attitudes	30
Pro-integration attitudes	50
Victimization	89
Disruption	91
Low expectations	91
Type A sanctions	88
Type B sanctions	91



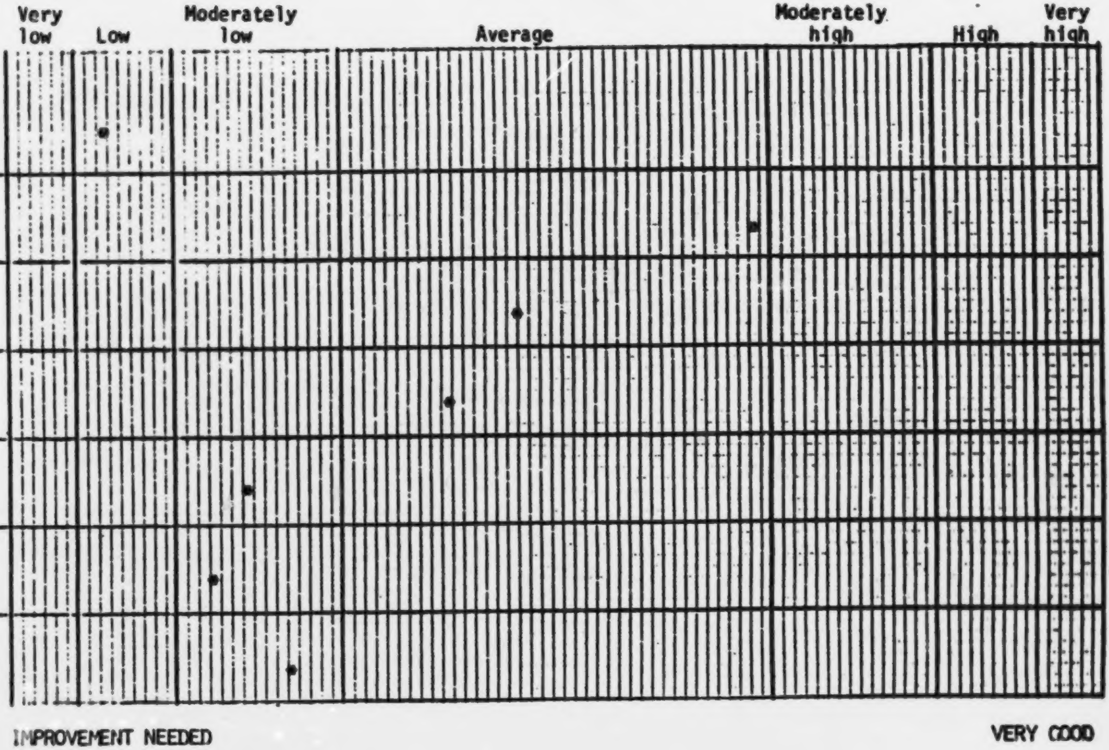
N = 39

BEST COPY AVAILABLE

SCHOOL PSYCHOSOCIAL CLIMATE
STUDENT REPORTS

Pimlico Jr. High
Spring 1983

Measure	Percentile
Safety	9
Clarity of rules	67
Fairness of rules	46
Student influence	40
Individualized instruction	22
Student-teacher interaction	19
Respect for students	26



N = 267

SCHOOL COMPOSITIONAL CLIMATE: STUDENT CHARACTERISTICS AND BEHAVIOR

Pimlico Jr. High
Spring 1983

Measure	Percentile	Very low	Low	Moderately low	Average	Moderately high	High	Very high
Delinquency	49				●			
Drug involvement	38				●			
Serious delinquency	58				●			
Negative peer influence	48				●			
Rebellious autonomy	38				●			
Alienation	95							●
School punishment	94							●

Measure	Percentile	Very low	Low	Moderately low	Average	Moderately high	High	Very high
Interpersonal competency	26			●				
Attachment to school	47				●			
Belief in rules	51				●			
% expect post-high school	60				●			
School effort	31				●			
School rewards	22			●				

Measure	Percentile	Very low	Low	Moderately low	Average	Moderately high	High	Very high
Parental education	56				●			
Parental emphasis on education	59				●			
Attachment to parents	84					●		

A8

N = 267

Appendix B

This appendix describes the item content of student scales derived from sources other than the Effective School Battery (Gottfredson, in press). The scales are found on the following pages:

Self-Reported Delinquency (Total) B1
Self-Reported Serious Delinquency B3
Self-Reported Drug Use B4
Rebellious Autonomy B5
Attachment to Parents B6
Parental Emphasis on Education B7
Rebellious Behavior in School B8
Nonacademic Rewards B9
Relevance of School B10

Self-Reported Delinquency (Total)

In the last year have you . . .
...purposely damaged or destroyed property belonging to a school?
0 No
1 Yes
...purposely damaged or destroyed other property that did not belong to you, not counting family or school property?
0 No
1 Yes
...stolen or tried to steal something worth more than $50?
0 No
1 Yes
...carried a hidden weapon other than a plain pocket knife?
0 No
1 Yes
...been involved in gang fights?
0 No
1 Yes
...sold marijuana or other drugs?
0 No
1 Yes
...hit or threatened to hit a teacher or other adult at school?
0 No
1 Yes
...hit or threatened to hit other students?
0 No
1 Yes
...taken a car for a ride (or drive) without the owner's permission?
0 No
1 Yes
...used force or strong-arm methods to get money or things from a person?
0 No
1 Yes
...stolen or tried to steal things worth less than $50?
0 No
1 Yes
...stolen or tried to steal something from a school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library?
0 No
1 Yes
...broken or tried to break into a building or car to steal something or just to look around?
0 No
1 Yes
...smoked cigarettes?
0 No
1 Yes
...drunk beer, wine, or "hard" liquor?
0 No
1 Yes
...smoked marijuana (grass, pot, ganja)?
0 No
1 Yes

In the last year have you...

...taken some other drugs?
- 0 No
- 1 Yes

...gone to school when you were drunk or high on some drugs?
- 0 No
- 1 Yes

...sniffed glue, paint, or other spray?
- 0 No
- 1 Yes

Scale score is mean item score. Range is 0 to 1.

Male	Female
Mean = .16	Mean = .10
Mdn. = .11	Mdn. = .05
SD = .18	SD = .13

Alpha = .86

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Self-Reported Serious Delinquency

In the last year have you...	Yes	No
...purposely damaged or destroyed property belonging to a school?	1	0
...purposely damaged or destroyed other property that did not belong to you, not counting family or school property?	1	0
...stolen or tried to steal something worth more than $50?	1	0
...carried a hidden weapon other than a plain pocket knife?	1	0
...been involved in gang fights?	1	0
...hit or threatened to hit a teacher or other adult at school?	1	0
...taken a car for a ride (or drive) without the owner's permission?	1	0
...used force or strong-arm methods to get money or things from a person?	1	0
...stolen or tried to steal something worth less than $50?	1	0
...stolen or tried to steal something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library?	1	0
...broken or tried to break into a building or car to steal something or just to look around.	1	0

Scale score is mean item score. Range is 0 to 1.

Male	Female
Mean = .12	Mean = .04
Mdn. = .00	Mdn. = .00
SD = .19	SD = .10

Alpha = .82

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Self-Reported Drug Use

In the last year have you...	Yes	No
...smoked cigarettes?	1	0
...drunk beer, wine, or "hard" liquor?	1	0
...smoked marijuana (grass, pot, ganja)?	1	0
...taken some other drugs?	1	0
...gone to school when you were drunk or high on some drugs?	1	0
...sniffed glue, paint, or other spray?	1	0

Scale score is mean item score. Range is 0 to 1.

Male	Female
Mean = .22	Mean = .21
Mdn. = .18	Mdn. = .02
SD = .27	SD = .27

Alpha = .78

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Rebellious Autonomy

	True	False
I don't like anybody telling me what do do.	1	0
Whether or not I spend time on homework is my own business.	1	0
I should not have to explain to anyone how I spend my money	1	0

Scale score is mean item score. Range is 0 to 1.

Male	Female
Mean = .62	Mean = .63
Mdn. = .64	Mdn. = .68
SD = .33	SD = .35

Alpha = .47

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Attachment to Parents

How much do you want to be like the kind of person your mother (or guardian) is?
1 Very much like her
1 Somewhat like her
0 A little like her
0 Not very much like her
0 Not at all like her

How close do you feel to your parents (or guardians)?
1 Extremely close
1 Quite close
0 Fairly close
0 Not very close

How much do you want to be like the kind of person your father (or guardian) is?
1 Very much like him
1 Somewhat like him
0 A little like him
0 Not very much like him
0 Not at all like him

All in all, how much do you like your parents (or guardians)?
1 Like them more than anyone else likes theirs
0 Like them a lot
0 Like them some
0 Neither like nor dislike them
0 Dislike them

I would not care if my parents were a little disappointed in me.
0 True
1 False

I have lots of respect for my parents.
1 True
0 False

Scale score is mean item score. Range is 0 to 1. Alpha = .57

Male	Female
Mean = .61	Mean = .59
Mdn. = .66	Mdn. = .66
SD = .30	SD = .27

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Parental Emphasis on Education

Do your parents want you to go to college someday?

1 Yes, very much
0 Yes
0 No
0 No, not at all
0 Not sure

My parents keep close track of how well I am doing in school.

1 True
0 False

My mother (or guardian) helps me with my homework.

1 True
0 False

Score is mean item response. Range is 0 to 1.

Male	Female
Mean = .52	Mean = .57
Mdn. = .51	Mdn. = .58
SD = .30	SD = .30

Alpha = .51

Note. Scale statistics reported here are taken from the School Action Effectiveness Study (Gottfredson, 1982).

Rebellious Behavior in School

How often do you do the following things? . . .

Fight or argue with other students

Argue with your teachers

Goof-off in class so others can't work

Come late to school

Do things that you know will make the teacher angry

Cheat on tests

Copy someone else's assignments

Come late to class

Responses to all items are as follows:

5 = Almost always
4 = Often
3 = Sometimes
2 = Seldom
1 = Never

Scale score is mean item score. Range is 1 to 5.

Mean = 1.87
SD = .63
Alpha = .74

Note. This scale is taken from the Youth in Transition Study (Bachman, 1975).

Nonacademic Rewards

How often do the following things happen to you in your school?

Teachers say nice things about things I do other than my schoolwork.

I get a chance to do the things that I can do well.

In the last month have any of these things happened to you in school?

Did you win an award or prize for something that you did other than schoolwork?

Responses to the first two items are:

1 = Often
2 = Sometimes
3 = Hardly ever

Responses to the third item are

1 = Yes
2 = No

Scale score is mean item score.

Mean = 1.90
SD = .42
Alpha = .40

Relevance of School

How much do you agree with the following statements?

In school I learn more about things I want to know.

School gives me a chance to learn many interesting things.

When I'm in school I feel I'm doing something that is really worthwhile.

In school I am improving my ability to think and solve problems.

In school I am learning the things I will need to know to be a good citizen.

All people should have at least a high school education.

An education will help me to be a mature adult.

A high school diploma is the only way to get ahead.

Responses to all items are as follows:

4 = Very much
3 = Pretty much
2 = A little
1 = Not at all

Scale score is mean item score. Range is 1 to 4.

Mean = 3.15
SD = .58
Alpha = .75

Note. Items are adapted from the Youth in Transition Study (Bachman, 1975).

Appendix C: Teacher Characteristics Measures

Table C1

Teacher Characteristics Scales

Structured Teaching Style (STS)

Classrooms differ in many ways depending upon the philosophy and goals of the teaching staff, needs of children, etc. Each statement in Column A is matched with a contrasting statement in Column B. For each pair, place an X inside the parentheses which comes closest to describing your own classroom.

Column A	Almost Always Like A		Somewhat Like A and Somewhat Like B		Almost Always Like B	Column B
Children work independently	(1)	(2)	(3)	(4)	(5)	Children work under adult supervison
Emphasis on emotional needs	(1)	(2)	(3)	(4)	(5)	Emphasis on subject matter
Various activities take place at the same time	(1)	(2)	(3)	(4)	(5)	All the class is engaged in the same activity
Children choose their own activities and materials	(1)	(2)	(3)	(4)	(5)	Teaching staff determines activities and materials
Individual needs dominant	(1)	(2)	(3)	(4)	(5)	Group needs dominant
Children interact freely with each other	(1)	(2)	(3)	(4)	(5)	Children do not interact freely with each other
Children change places freely	(1)	(2)	(3)	(4)	(5)	Children have assigned seats

Vocabulary

Which of the following responses first comes to your mind when you see the word INTRACTABLE?

0 Suspicious
1 Unruly
0 Wicked
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word PLACATE?

0 Chemical
0 Sign
1 Appease
0 Scold
0 Never heard of the word

Table C1 (cont.)

Vocabulary (Cont.)

Which of the following responses first comes to your mind when you see the word LIMPID?

1 Transparent
0 Sea animal
0 Lame
0 Never heard of the word.

Which of the following responses first comes to your mind when you see the word PHLEGMATIC?

0 Happy
0 Spasmodic
1 Sluggish
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word ODIOUS?

0 Bad humored
0 Ill-smelling
1 Detestable
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word ORISON?

0 Song
0 Constellation
1 Prayer
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word SACROSANCT?

0 Sacrificial
0 Dormant
1 Inviolable
0 Gullible
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word HIATUS?

0 Animal
1 Gap
0 Calamity
0 Never heard of the word

Which of the following responses first comes to your mind when you see the word HARBINGER?

1 Forerunner
0 Well-tailored
0 Fortune-teller
0 Never heard of the word

Note. Scale score is the average item response. Alpha Reliability equals .65 for STS and .73 for Verbal Ability.

Appendix D

This appendix contains comparisons of 1983 to 1984 scores for each school on all outcomes. Table D1 shows the scale scores and percentiles for all survey measures as well as the t-value for the comparison of the 1984 to the 1983 score. Table D2 shows attendance, achievement, and discipline data from central school records. Pages D5 to D50 contain graphs showing change from 1983 to 1984 by school for the survey measures. Pages D51 to D73 show similar graphs by grade level for Calverton. On all graphs stars following the school name indicate statistical significance of the difference between the 1983 and 1984 scores. One star indicates significance at the $p<.05$ level and two stars at the $p<.01$ level.

Graphs Showing 1983-84 Change, by School — Page

Teacher Reports of School Climate

Safety D5

Morale D6

Planning and Action D7

Smooth Administration D8

Resources D9

Race Relations D10

Parent/Community Involvement D11

Student Influence D12

Avoidance of the Use of Grades as a Sanction D13

Teacher Characteristics

Pro-integration Attitudes D14
Job Satisfaction D15
Interaction with Students D16
Personal Security D17
Classroom Orderliness D18
Professional Development D19
Nonauthoritarian Attitudes D20

Student Reports of School Climate

Safety D21
Clarity of Rules D22
Fairness of rules D23
Student Influence D24
Student-Teacher Interaction D25
Respect for Students D26

Student Characteristics

Negative Peer Influence D27
Interpersonal Competency D28
Alienation D29
Attachment to School D30
Belief in Rules D31
Parental Education D32
Educational Expectations D33
School Rewards D34
School Punishment D35
School Effort D36

Non-ESB Student Characteristics

Self-Reported Delinquency D37

Self-Reported Serious Delinquency (Total) D38

Self-Reported Drug Involvement D39

Rebellious Autonomy D40

Percent with Career Goals D41

Percent Learning Useful Things D42

I like my school . . . D43

I stick to course of action D44

Number of subjects I must master D45

Rebellious Behavior in School D46

Nonacademic Rewards D47

Percent Suspended This Term D48

Attachment to Parents D49

Parental Emphasis on Education D50

Graphs Showing 1983-84 Change, by Grade, Calverton

Student Reports of School Climate

Safety D51
Clarity of Rules D52
Fairness of Rules D53
Student Influence D54
Student-Teacher Interaction D55
Respect for Students D56

Student Characteristics

Interpersonal Competency D57
Alienation D58
Attachment to School D59
Belief in Rules D60
Educational Expectations D61
School Rewards D62
School Effort D63

Non-ESB Characteristics

Self-Reported Serious Delinquency D64
Self-Reported Drug Involvement D65
Percent with Career Goals D66
Percent Learning Useful Things D67
I like my school . . . D68
I stick to course of action D69
Rebellious Behavior in School D70
Nonacademic Rewards D71
Percent Suspended This Term D72
Parental Emphasis on Education D73

Table D1

Means and Percentiles for All Effective Schools Project Survey Measures--1983 and 1984

Measure	Calverton			Pimlico		
	1983	1984	t	1983	1984	t
Effective Schools Battery: Teacher Reports of School Climate						
Safety	3.12 (9)	3.44 (30)	3.07**	2.71 (1)	3.14 (10)	4.18**
Morale	1.34 (7)	1.47 (26)	3.03**	1.34 (6)	1.43 (18)	2.01*
Planning and Action	1.53 (38)	1.59 (56)	1.59	1.35 (7)	1.54 (43)	4.53**
Smooth Administration	1.41 (3)	1.50 (12)	2.15*	1.56 (23)	1.57 (24)	.08
Resources	2.06 (12)	2.35 (31)	1.69	2.35 (31)	2.27 (24)	-.47
Race Relations	1.10 (5)	1.39 (38)	2.99**	1.42 (42)	1.37 (34)	-.49
Parent/Community Involvement	1.30 (56)	1.38 (78)	1.54	1.23 (33)	1.24 (35)	.09
Student Influence	1.40 (32)	1.52 (61)	1.97*	1.29 (11)	1.41 (35)	2.16*
Avoidance of the Use of Grades as a Sanction	1.83 (45)	1.78 (28)	-.95	1.62 (2)	1.69 (7)	1.60
Effective School Battery: Teacher Characteristics						
Pro-integration Attitudes	2.90 (36)	3.08 (60)	1.29	3.02 (50)	2.89 (34)	-.88
Job Satisfaction	2.48 (3)	2.54 (7)	.49	2.45 (2)	2.46 (3)	.10
Interaction with Students	2.18 (35)	2.31 (56)	.96	2.22 (41)	2.11 (24)	-.94
Personal Security	.76 (5)	.75 (3)	-.16	.79 (11)	.80 (14)	.31
Classroom Orderliness	2.18 (4)	2.37 (12)	1.11	2.30 (9)	2.42 (16)	.94
Professional Development	1.47 (32)	1.55 (61)	1.47	1.40 (14)	1.47 (33)	1.41
Nonauthoritarian Attitudes	2.28 (15)	2.36 (22)	.49	2.44 (30)	2.21 (9)	-1.63
Effective School Battery: Student Reports of School Climate						
Safety	.68 (16)	.71 (28)	1.34	.65 (8)	.69 (19)	1.74
Clarity of Rules	.79 (89)	.79 (91)	.19	.76 (78)	.80 (92)	1.01
Fairness of Rules	.62 (49)	.57 (24)	-1.19	.60 (41)	.62 (50)	.40
Student Influence	.39 (50)	.38 (46)	-.17	.35 (36)	.41 (59)	.92
Student-Teacher Interaction	.69 (37)	.69 (38)	.04	.65 (28)	.64 (27)	-.07
Respect for Students	.96 (20)	.95 (18)	-.21	.96 (20)	1.00 (29)	.63

Table D1 (Continued)

Measure	Calverton			Pimlico		
	1983	1984	t	1983	1984	t
Effective School Battery: Student Characteristics						
Negative Peer Influence[b]	.24 (55)	.25 (62)	1.26	.23 (48)	.22 (43)	-.84
Interpersonal Competency	.74 (25)	.76 (35)	1.23	.75 (32)	.75 (28)	-.38
Alienation[a]	.44 (85)	.42 (75)	-1.78	.46 (90)	.41 (71)	-3.20**
Attachment to School	.67 (49)	.65 (37)	-2.18*	.66 (44)	.68 (53)	1.58
Belief in Rules	.66 (39)	.70 (68)	3.37**	.69 (64)	.70 (68)	.49
Parental Education	2.05 (43)	2.08 (45)	.53	2.14 (50)	2.25 (58)	1.85
% Expecting Post-High School Education	.81 (77)	.72 (53)	-4.30**	.77 (67)	.79 (74)	1.84
School Rewards	.23 (27)	.26 (42)	2.50*	.21 (21)	.29 (58)	5.56**
School Punishments[e]	.34 (96)	.33 (95)	-.94	.31 (92)	.31 (91)	-.33
School Effort	.62 (58)	.60 (49)	-1.13	.58 (36)	.59 (39)	.37
Self-Esteem	.76 --[c]	.74 --[c]	-1.63	.73 --[c]	.75 --[c]	1.25
Involvement	--[d] --[d]	.19 --[d]	--[d]	--[d] --[d]	.19 --[d]	--[d]
Additional Student Characteristics						
Self-Reported Delinquency	.18 (64)	.16 (54)	-2.56*	.14 (42)	.14 (47)	1.03
S-R Serious Delinquency	.13 (73)	.11 (55)	-3.20**	.10 (49)	.10 (51)	.46
S-R Drug Involvement	.21 (41)	.20 (38)	-.90	.16 (28)	.18 (34)	2.20*
Rebellious Autonomy	.63 (41)	.61 (39)	-.88	.59 (36)	.58 (35)	-.76
Attachment to Parents	.66 (84)	.66 (83)	.31	.66 (85)	.67 (86)	.31
Parental Emphasis on Education	.62 (74)	.59 (61)	-2.12*	.60 (64)	.65 (83)	3.07**
% With Career Goals	.87	.89	1.49	.89	.91	.97
% Would Fight if Asked	.72	.72	.31	.69	.69	-.01
"I stop to consider whether or not what I am doing is helping me to achieve my goals	3.17	3.14	-.64	3.13	3.15	.25

Table D1 (Continued)

Measure	Calverton 1983	Calverton 1984	Calverton t	Pimlico 1983	Pimlico 1984	Pimlico t
Additional Student Characteristics (Cont.)						
% "Learning things in school that will help you achieve your career goal"	.65	.67	.94	.67	.69	1.01
"I like my school better than other junior high schools in the city"	1.98	2.02	.71	1.82	2.00	3.38**
% Ever Retained	.45	.43	-.66	.39	.50	4.53**
"I am learning things in school that will help me get a good job in the future"	3.30	3.27	-.76	3.31	3.33	.38
"Once I have decided on a course of action I stick with it"	2.99	3.03	.81	2.86	3.12	4.97**
Number of subjects student feels he/she must master to reach career goals	3.82	3.83	.20	3.60	3.96	3.39**
Prestige of Occupational Aspirations	50.2	50.2	-.34	50.4	51.8	1.51
Rebellious Behavior in School	1.87	1.90	.83	1.86	1.83	-.95
Nonacademic Rewards	1.89	1.91	1.07	1.96	1.89	-2.72**
Relevance of School	1.85	1.85	.25	1.86	1.83	-1.11
% Suspended this Term	.39	.42	1.04	.34	.42	2.81**

Note. Percentiles appear in parentheses next to mean scale scores. Percentiles are available only for Effective School Battery survey measures and other measures that were included in the normative sample for the Effective School Battery. 1983 means are based on 790 and 732 student surveys and 37 and 39 teacher surveys from Calverton and Pimlico, respectively. 1984 means are based on 1160 and 824 student surveys and 57 and 62 teacher surveys from Calverton and Pimlico, respectively.

[a] Alienation is "Social Integration" in the ESB with the scoring reversed (Social Integration = 1 - Alienation).

[b] Negative Peer Influence is "Positive Peer Associations" in the ESB with the scoring reversed (Positive Peer Associations = 1 - Negative Peer Influence).

[c] This scale lacks one item that is included in the ESB scale by the same name. Normative data are not available.

[d] Format of involvement items on 1983 survey differed from that on the 1984 survey. Comparisons are not meaningful.

[e] School Punishments is "Avoidance of School Punishments" on the ESB with the scoring reversed (Avoidance of School Punishments = 1 - School Punishments).

*$p<.05$
**$p<.01$

Table D2

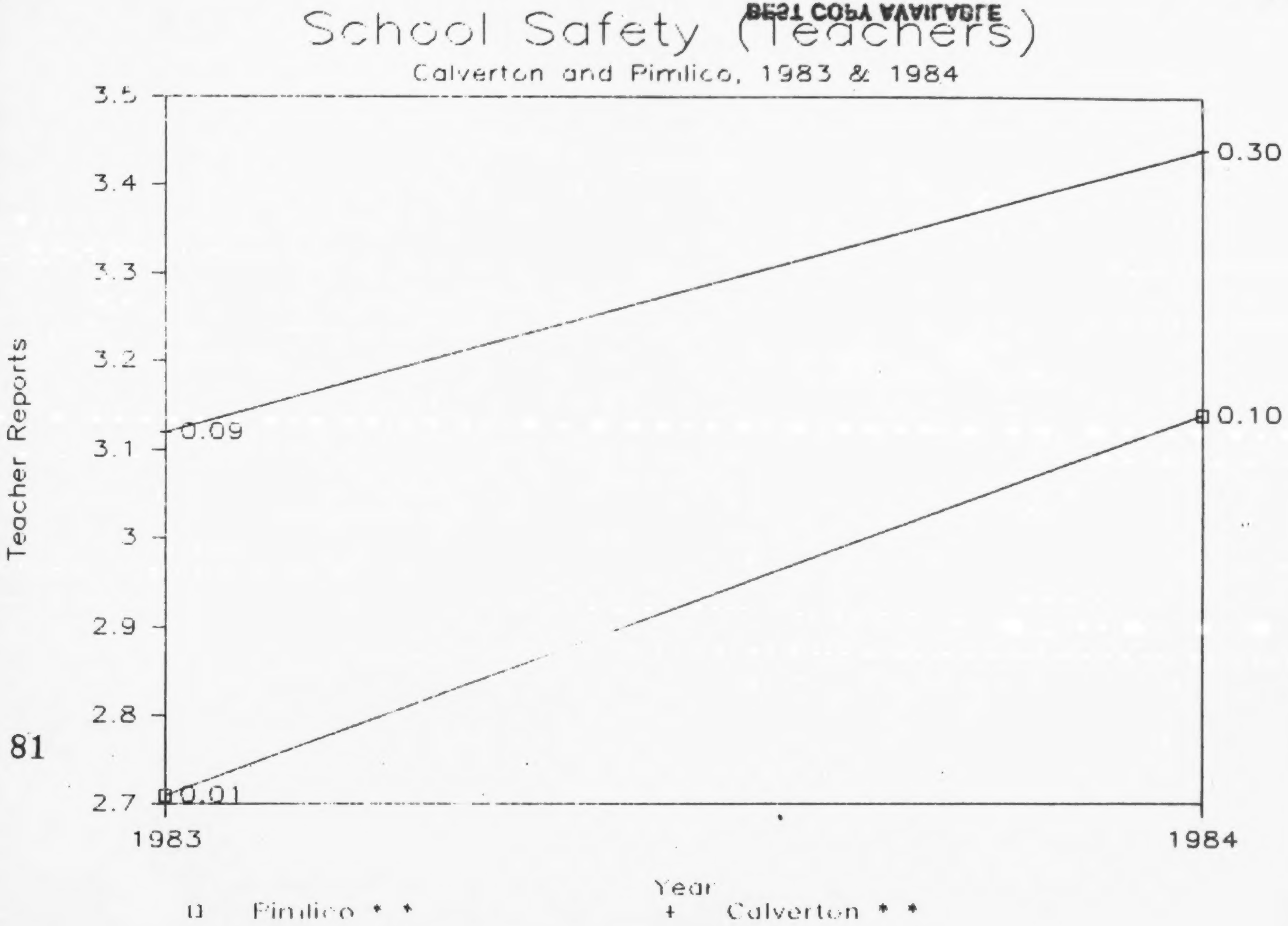
1983-1984 Attendance, Achievement and Discipline
Data from School Records

	Calverton		Lemmel[a]		Pimlico		Greensprings[a]	
Enrollment	1471		1199		1200		1357	
Annual Attendance Rate	77%	(-2%)	78%	(-1%)	79%	(-2%)	76%	(-2%)
Disciplinary Removals								
% students removed	35.8%	(-3.5%)	21.9%	(-1.8%)	37.4%	(+12.3%)	40.8%	(+26.7%)
Number of removals/enrollment	64.6%	(-7.2%)	29.6%	(-7.7%)	71.3%	(+29.5%)	70.4%	(+52.9%)
Spring, 1984 Mean Grade Equivalent, California Achievement Test, Reading Comprehension								
Grade 7	6.4	(+.1)	6.7	(+.4)	6.3	(No change)	6.7	(+.4)
Grade 8	8.0	(No change)	8.0	(+.2)	8.0	(No change)	8.2	(+.3)
Grade 9	8.7	(+.4)	8.7	(+.3)	8.4	(-.1)	8.7	(+.3)

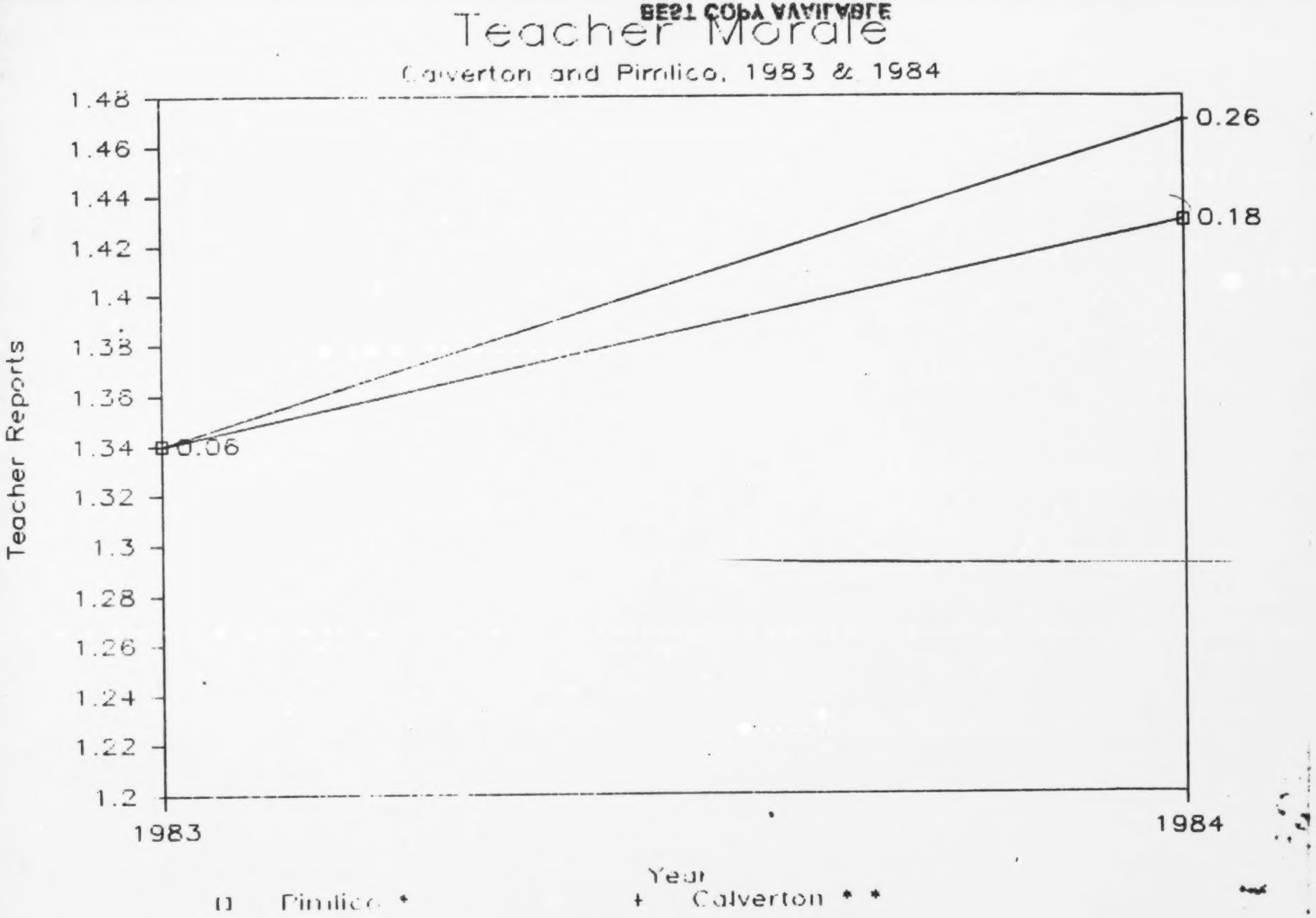
Note. All statistics were provided by the Office of Research and Evaluation, Baltimore City Public Schools. Numbers in parentheses summarize change over the average of the preceding three years.

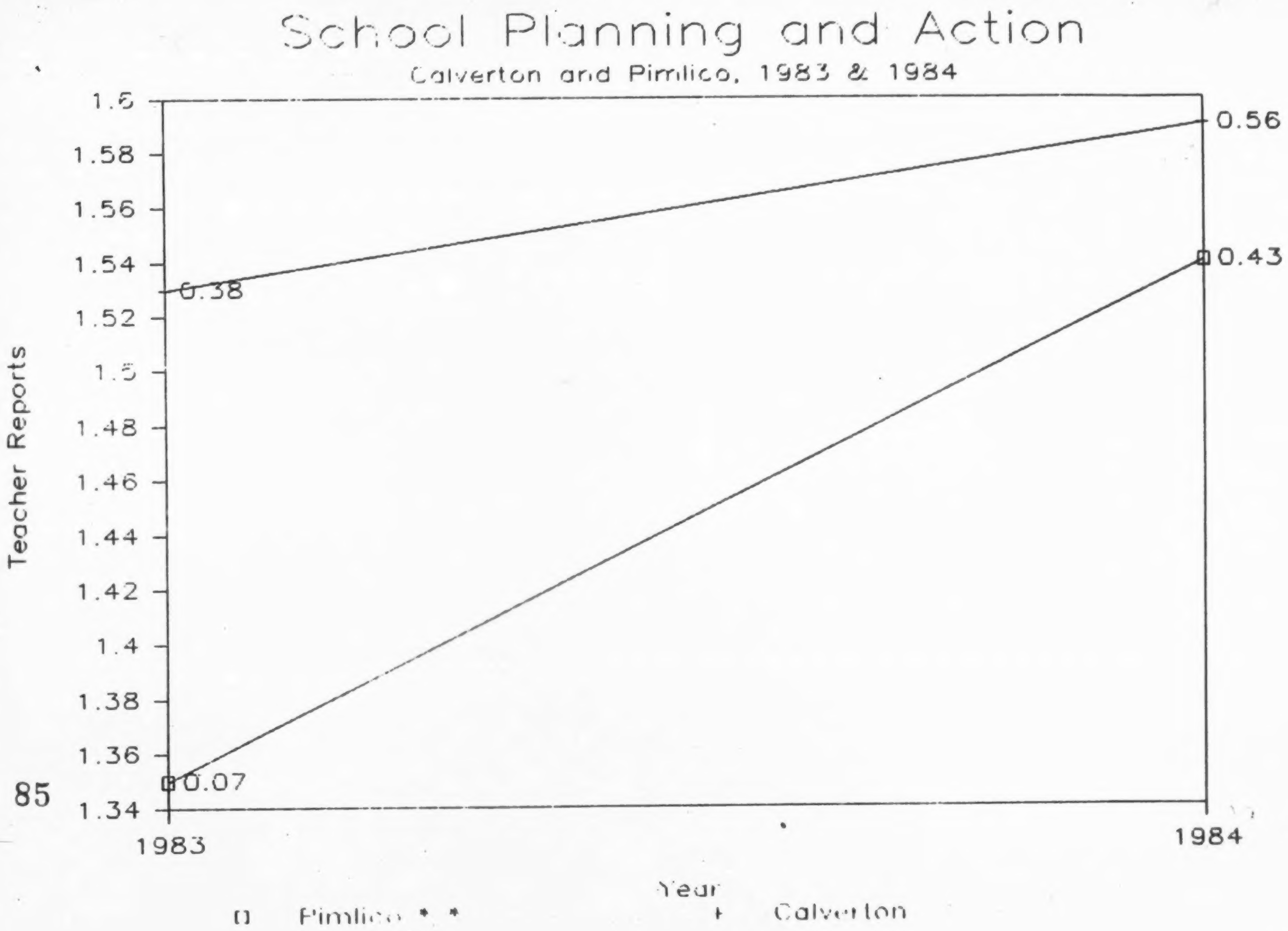
[a] Comparison schools.

BEST COPY



BEST COPY AVAILABLE

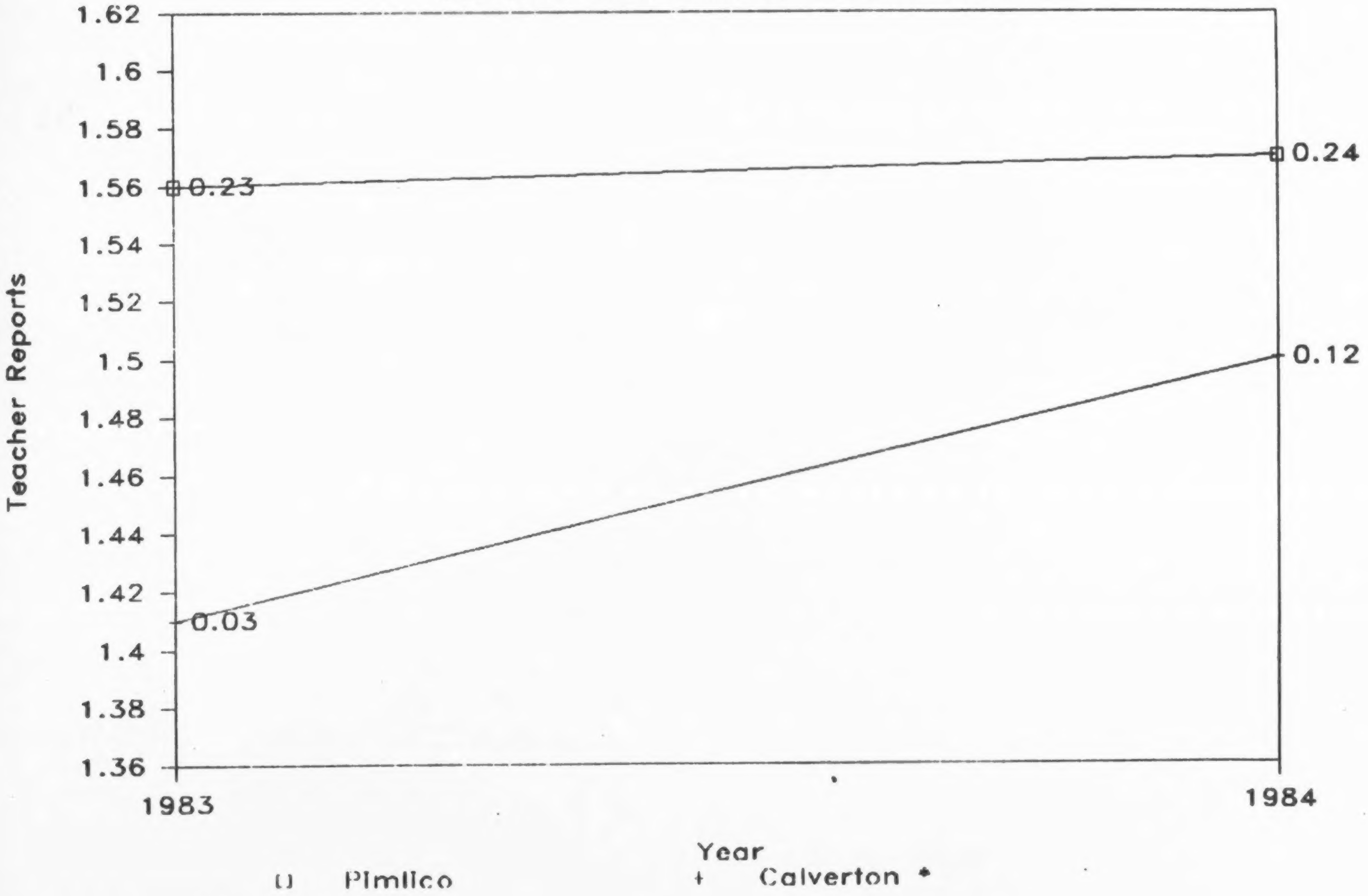

Teacher Morale
Calverton and Pimlico, 1983 & 1984
1.48
1.46
1.44
1.42
1.4
1.38
1.36
1.34
1.32
1.3
1.28
1.26
1.24
1.22
1.2
Teacher Reports
0.06
0.26
0.18
1983
1984
Year
□ Pimlico *
+ Calverton * *

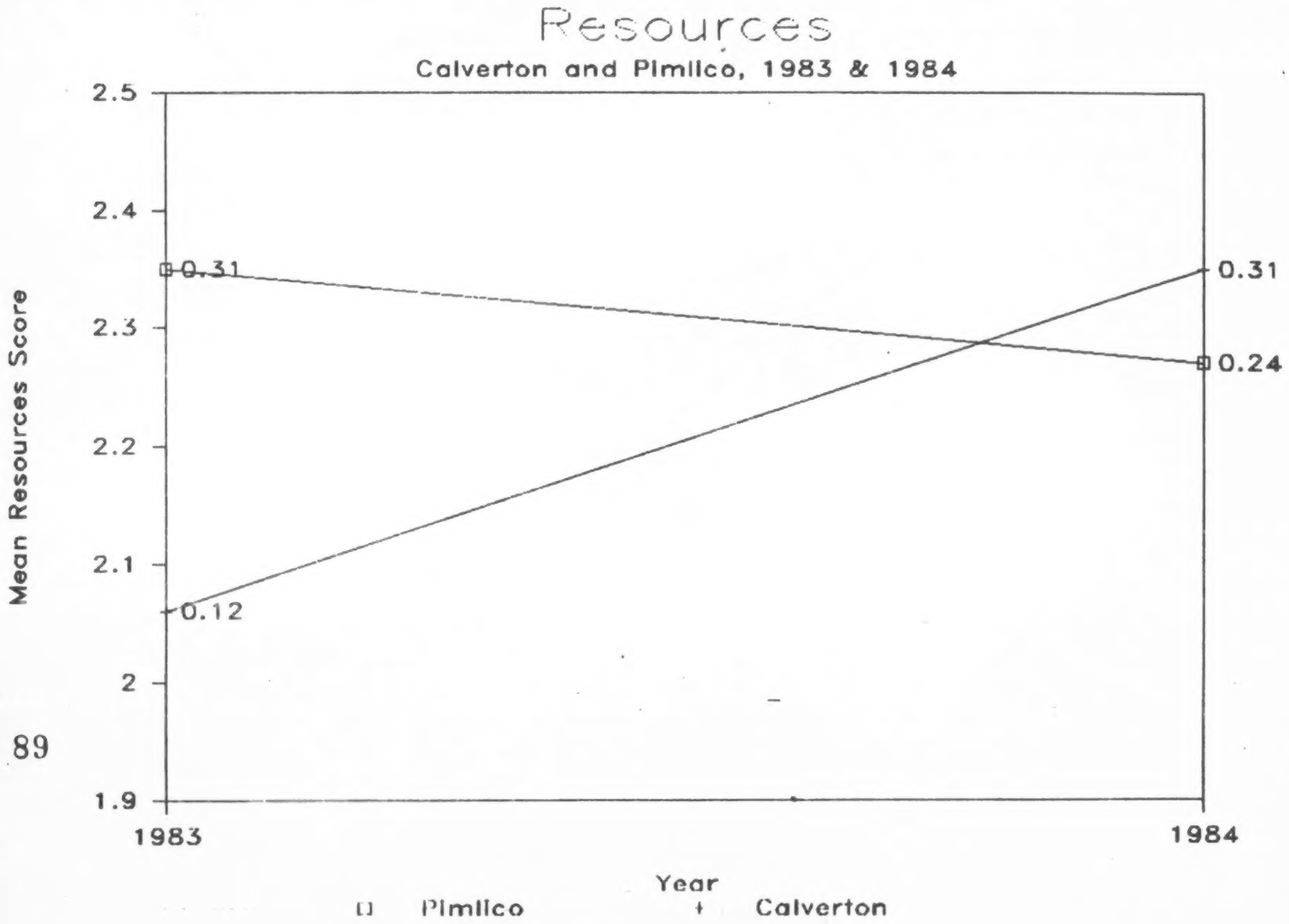


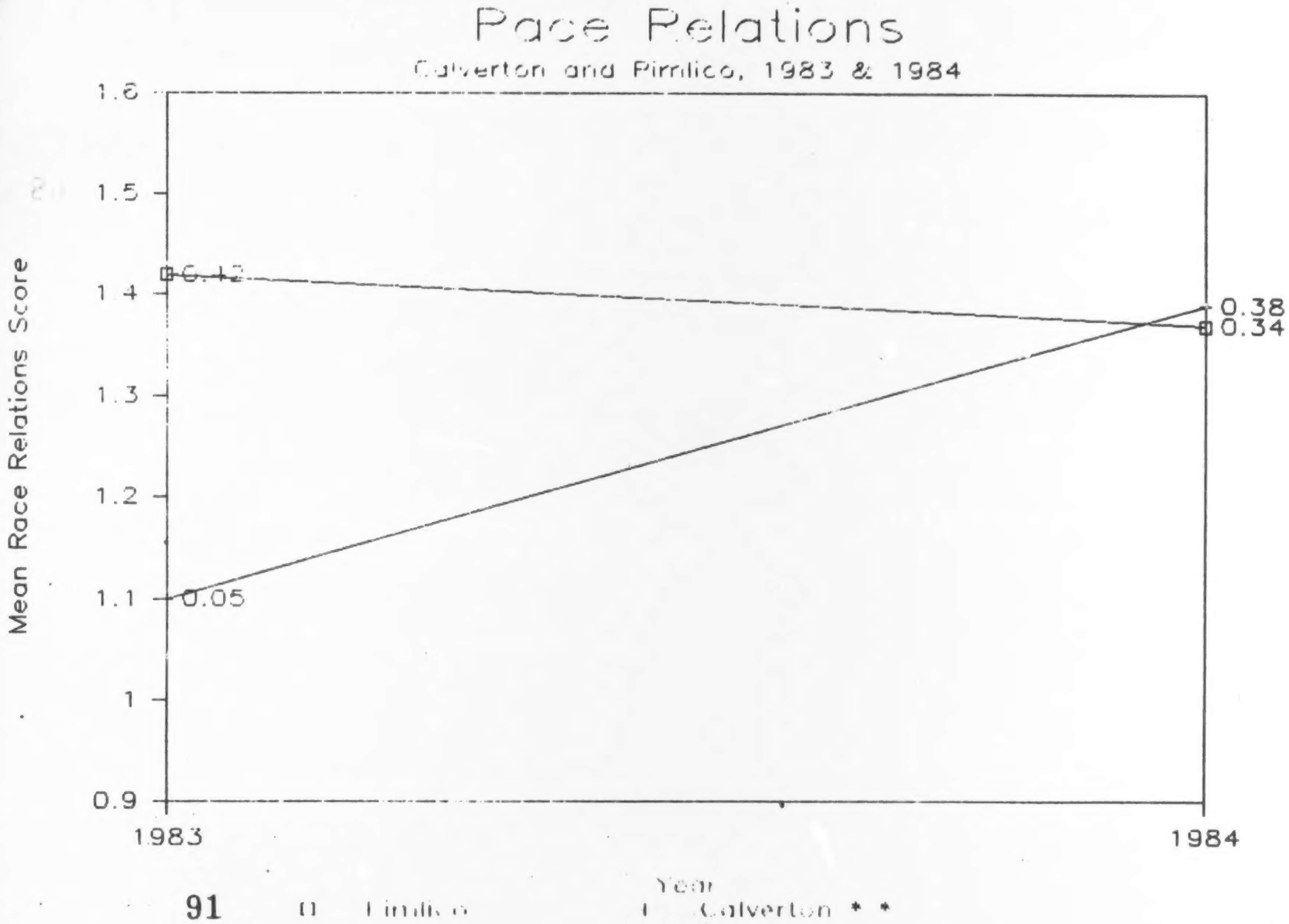
BEST COPY AVAILABLE

Smooth Administration

Calverton and Pimlico, 1983 & 1984

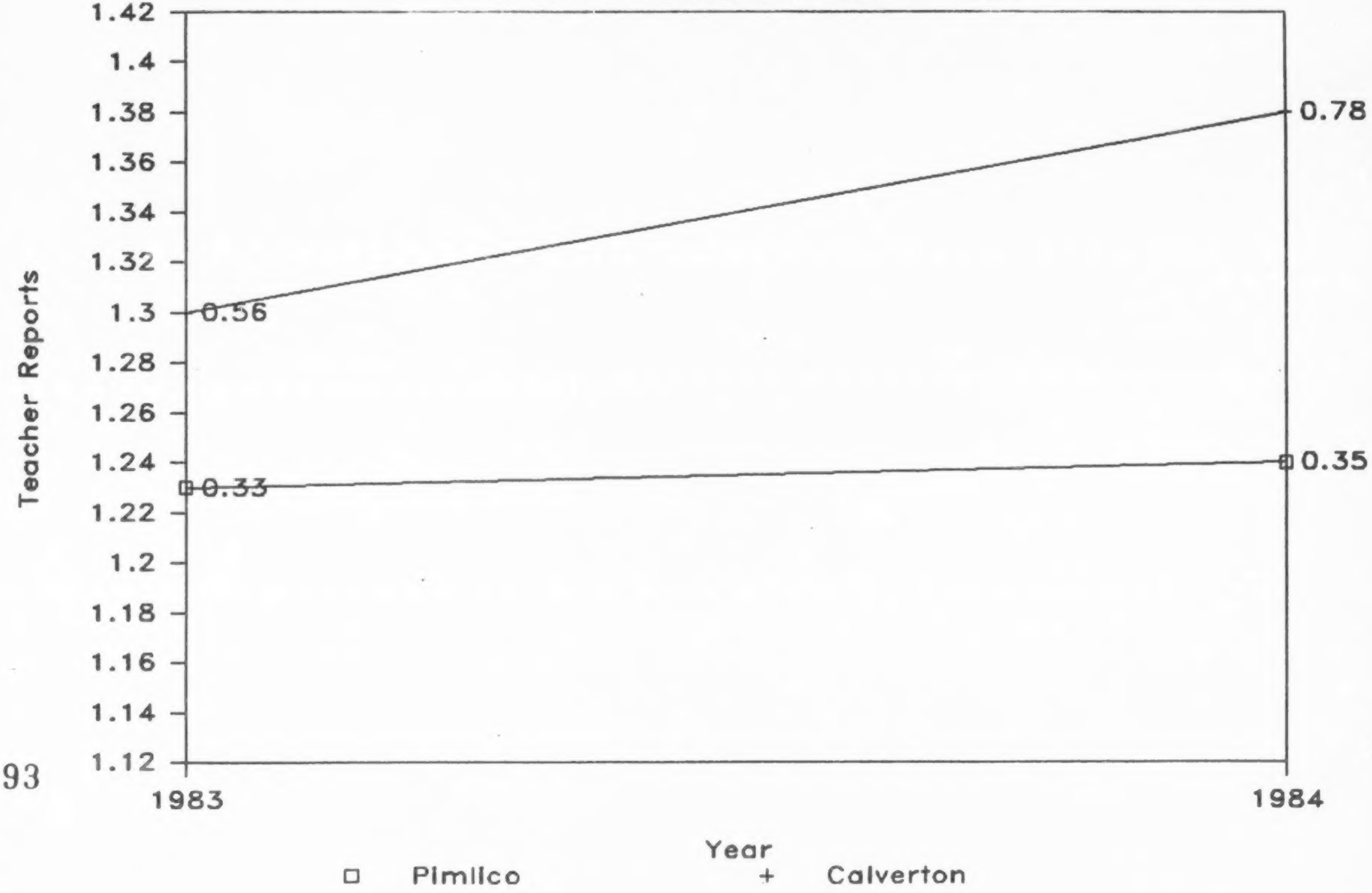



Resources
Calverton and Pimlico, 1983 & 1984
Mean Resources Score
2.5
2.4
2.3
2.2
2.1
2
1.9
0.31
0.12
0.31
0.24
1983
1984
Year
□ Pimlico
+ Calverton


Race Relations
Calverton and Pimlico, 1983 & 1984
Mean Race Relations Score
1.6
1.5
1.4
1.3
1.2
1.1
1
0.9
1.42
1.05
1.38
1.34
1983
1984
Year
□ Pimlico
+ Calverton * *

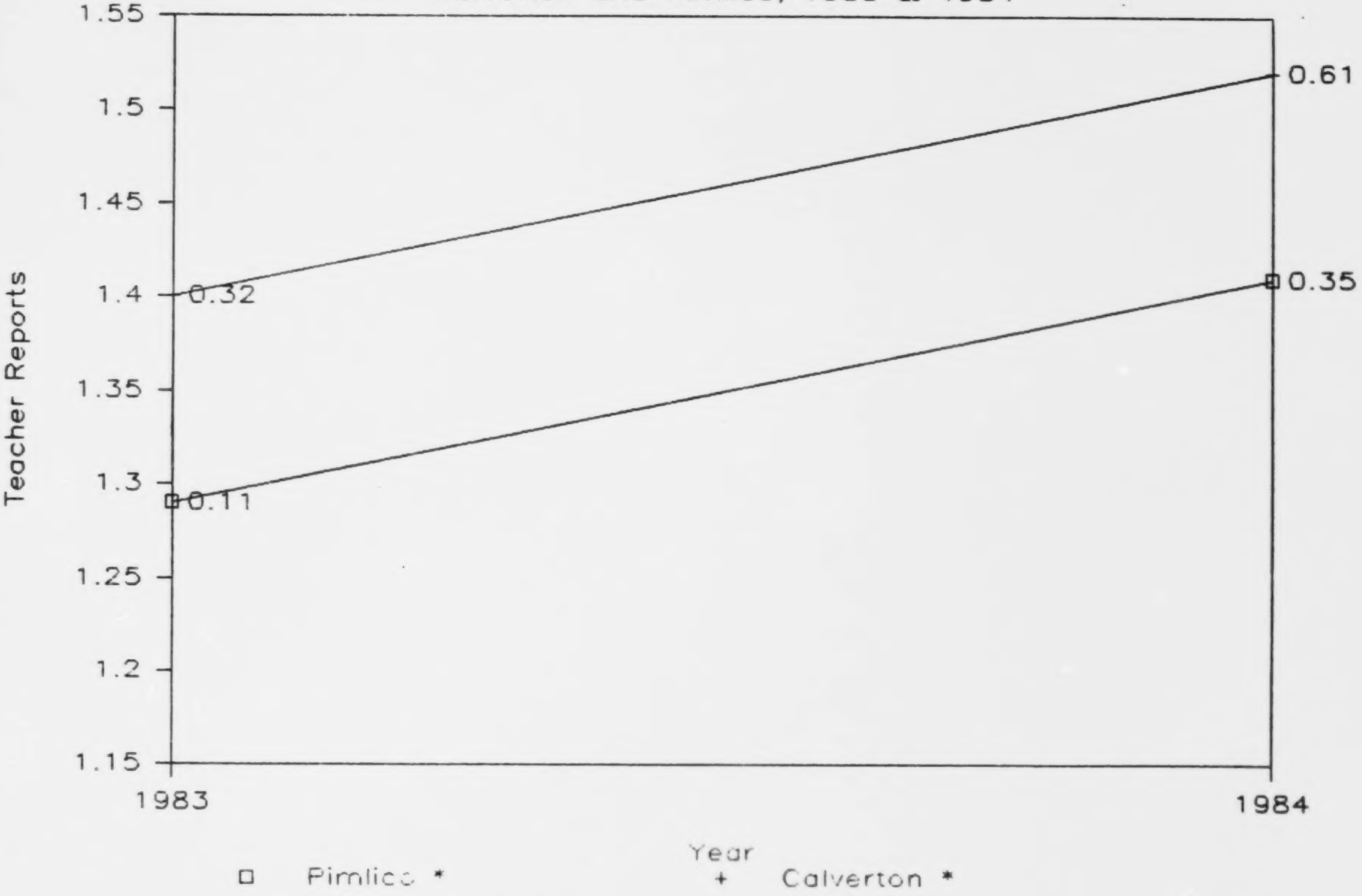
Parent and Community Involvement

Calverton and Pimlico, 1983 & 1984



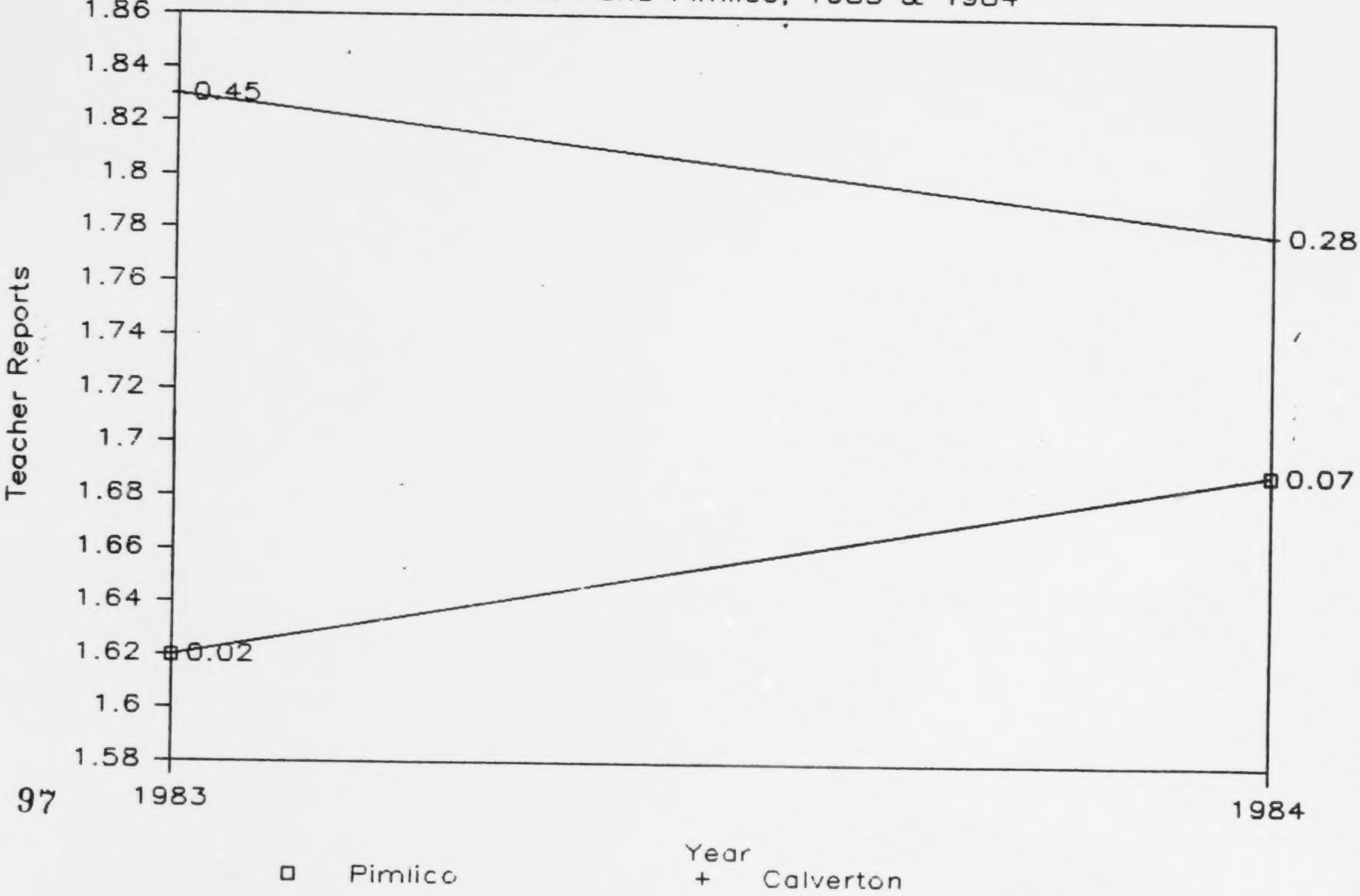
Student Influence

Calverton and Pimlico, 1983 & 1984

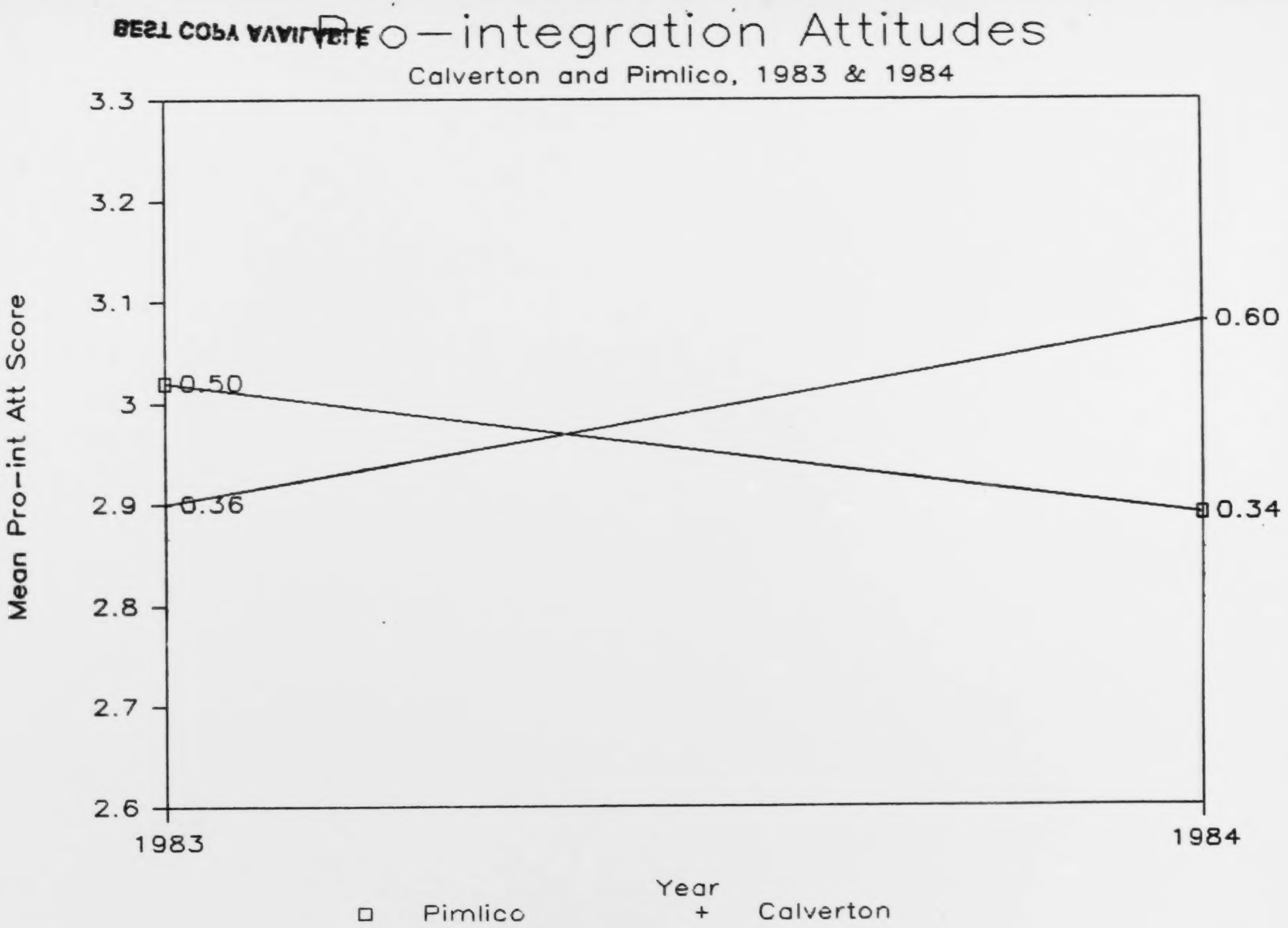


Avoidance of Use of Grades as Sanction

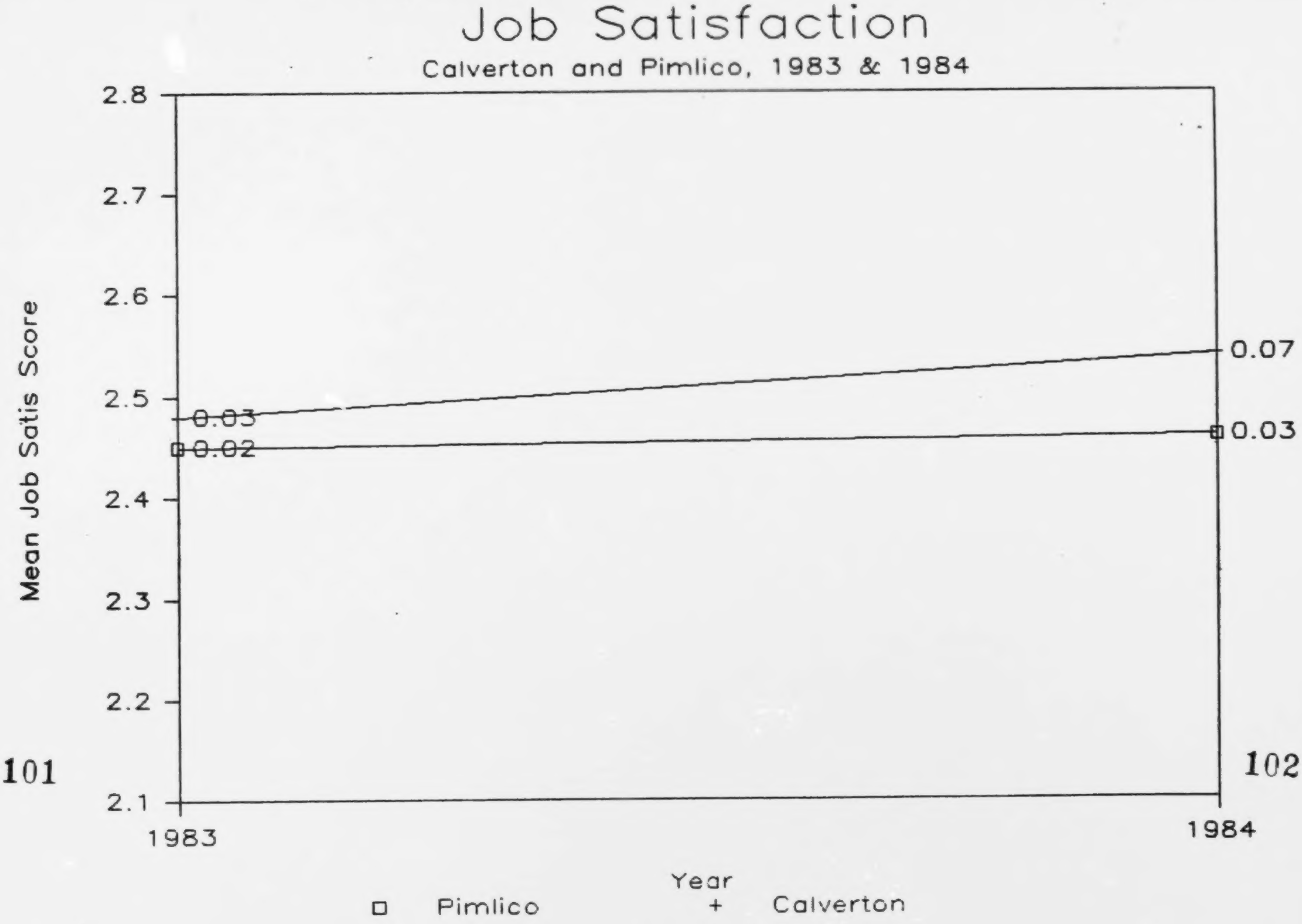
Calverton and Pimlico, 1983 & 1984

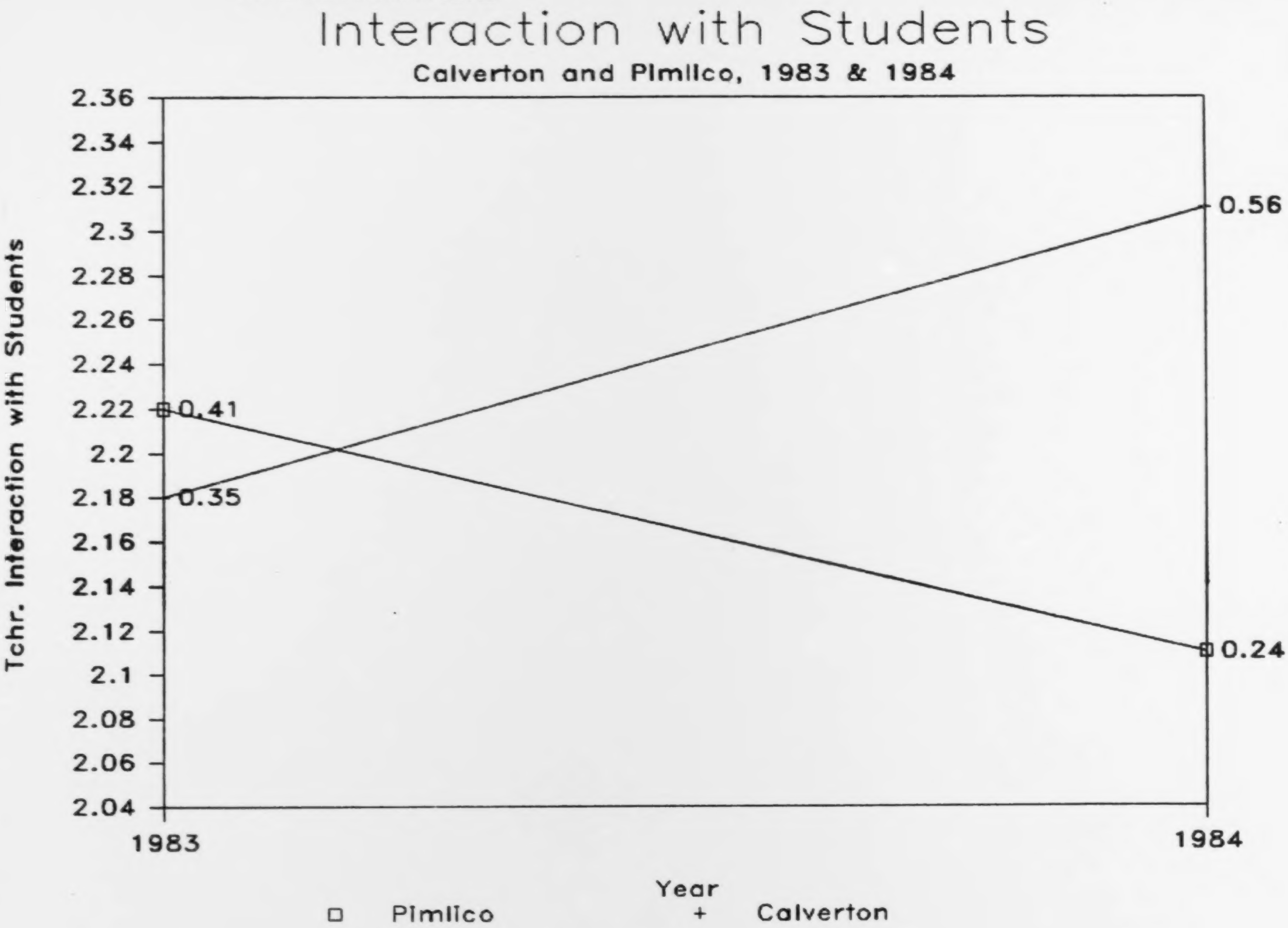


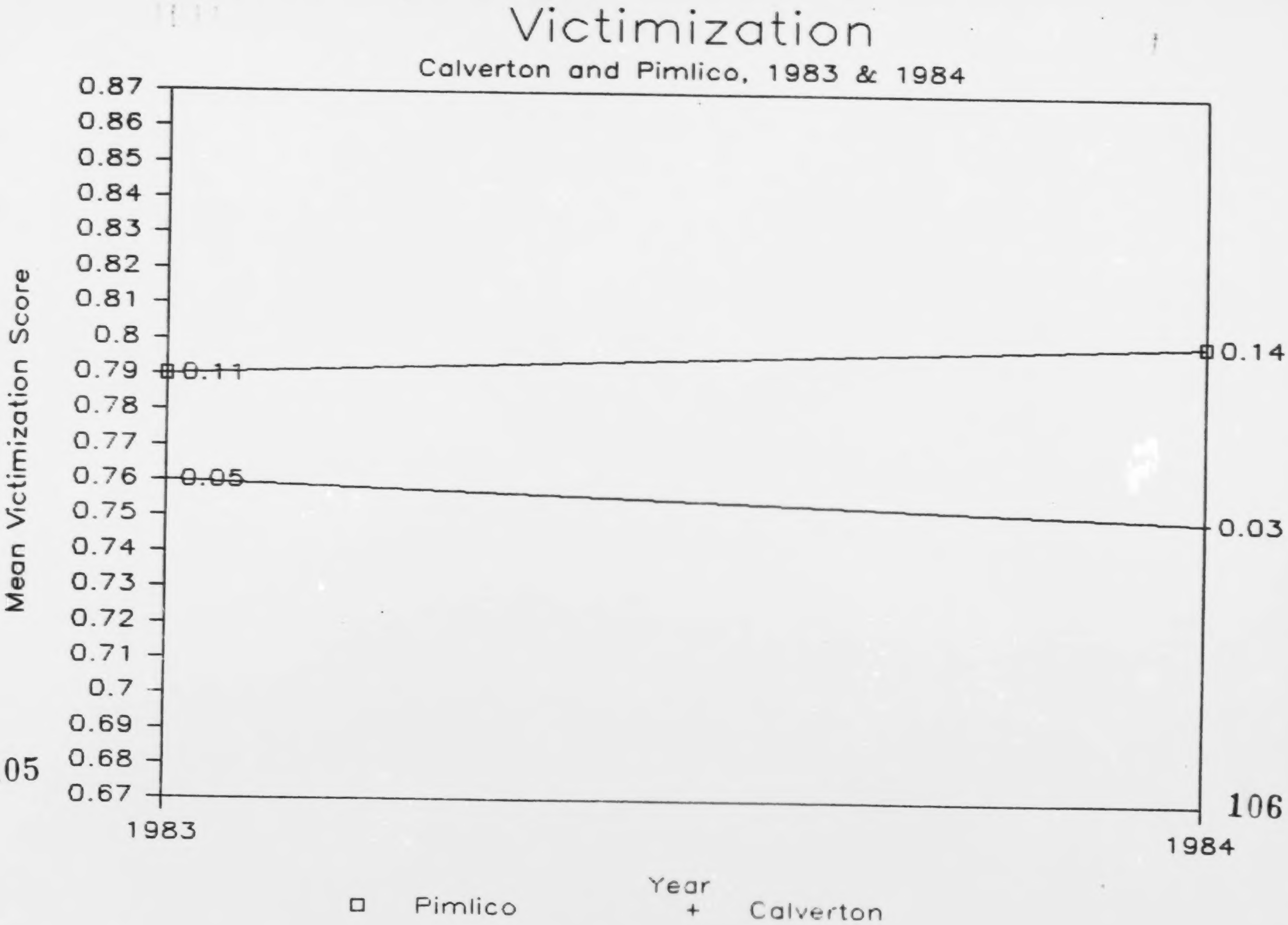
D13

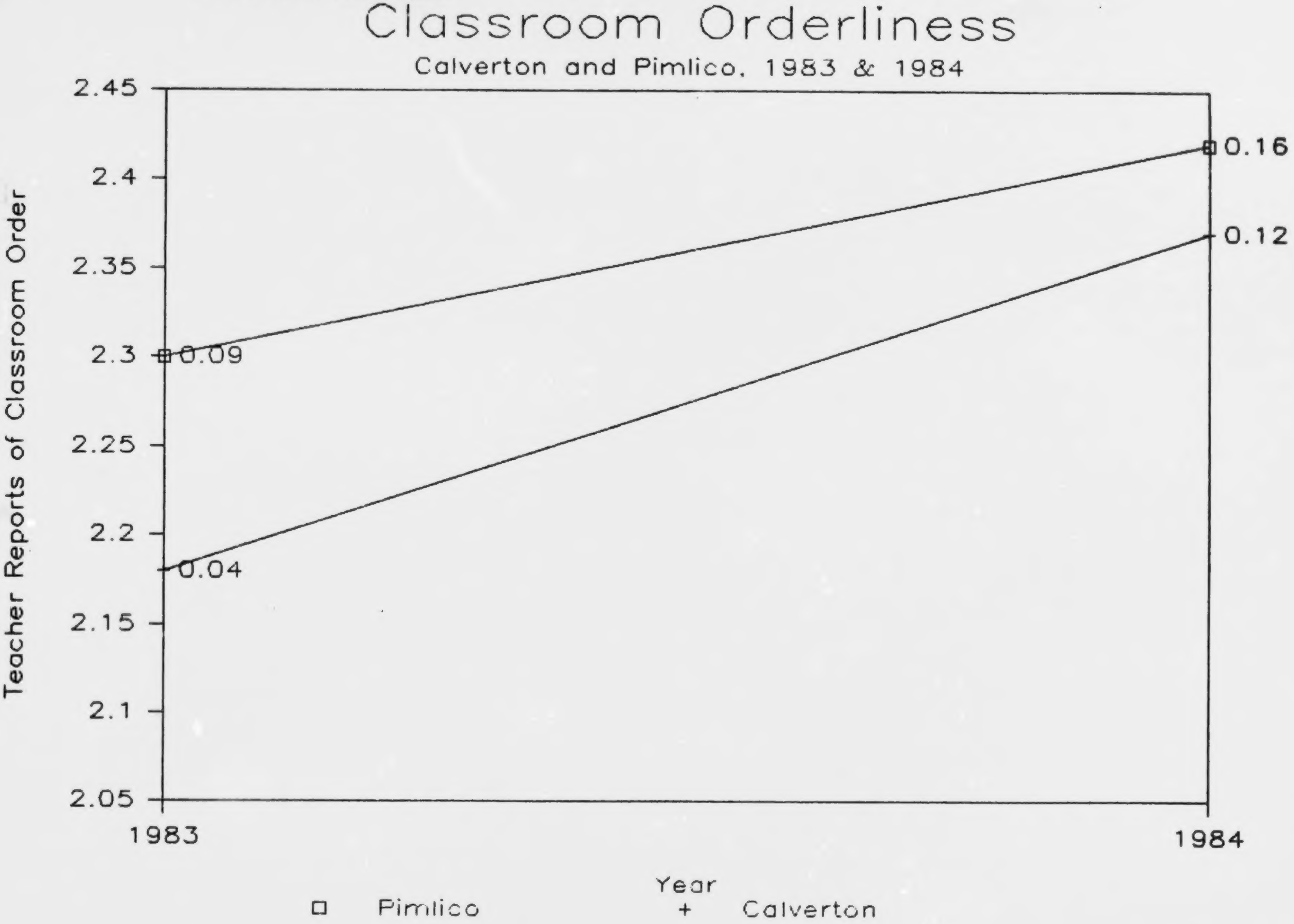

Pro-integration Attitudes
Calverton and Pimlico, 1983 & 1984
Mean Pro-int Att Score
3.3
3.2
3.1
3
2.9
2.8
2.7
2.6
0.50
0.36
0.60
0.34
1983
1984
Year
□ Pimlico
+ Calverton

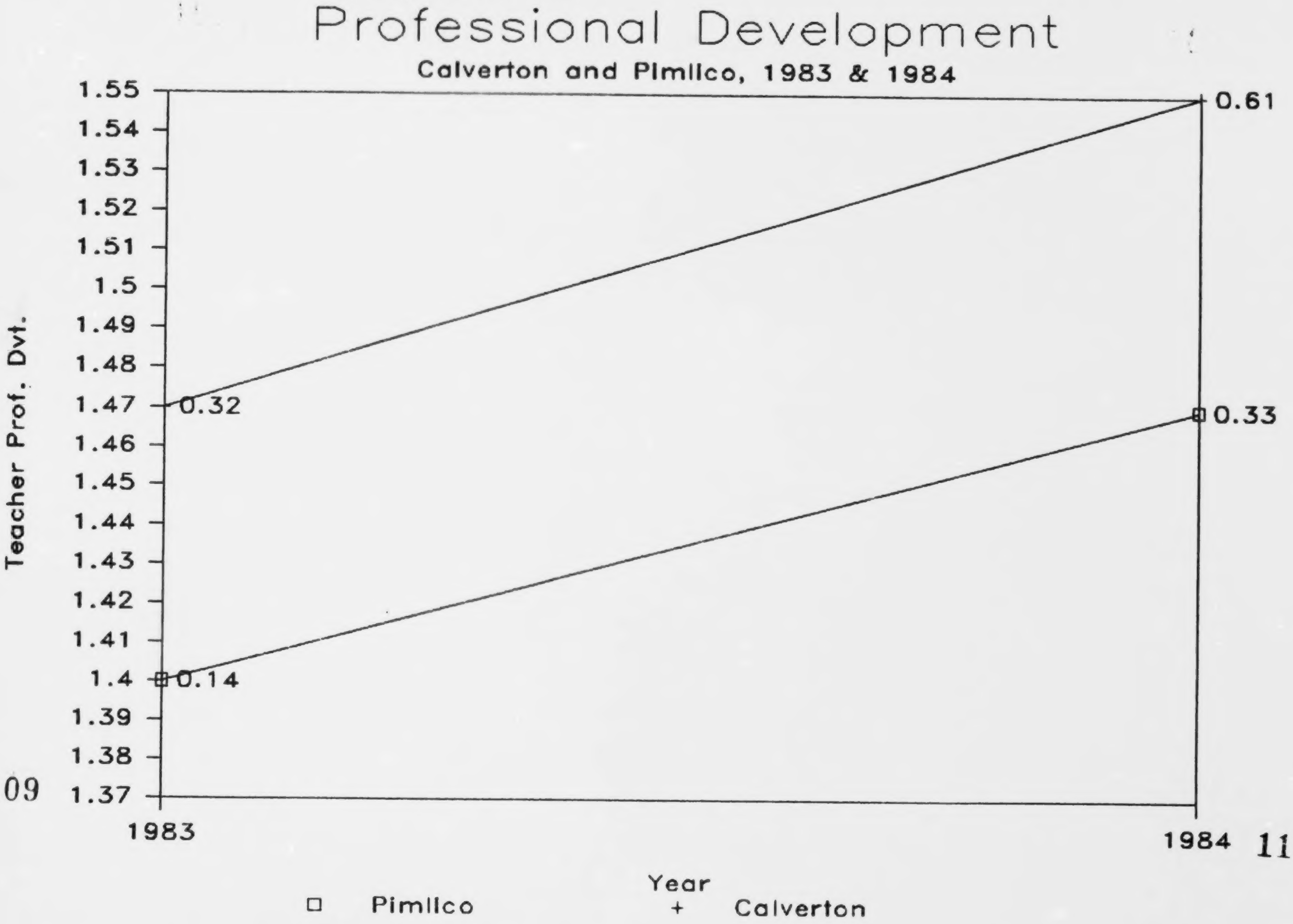
D14

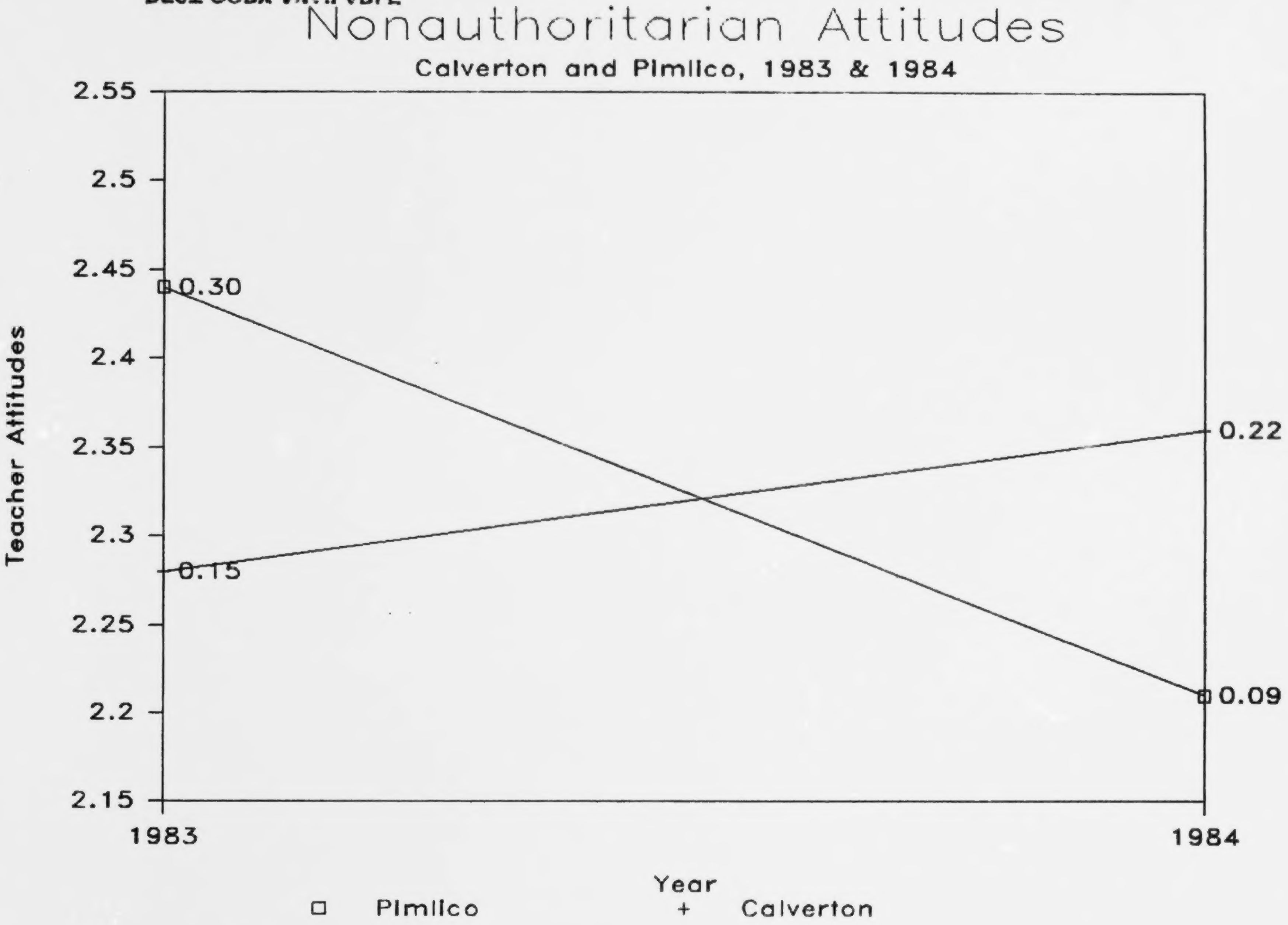

Job Satisfaction
Calverton and Pimlico, 1983 & 1984
Mean Job Satis Score
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
0.03
0.02
0.07
0.03
1983
1984
Year
□ Pimlico
+ Calverton


Interaction with Students
Calverton and Pimlico, 1983 & 1984
Tchr. Interaction with Students
2.36
2.34
2.32
2.3
2.28
2.26
2.24
2.22
2.2
2.18
2.16
2.14
2.12
2.1
2.08
2.06
2.04
0.41
0.35
0.56
0.24
1983
1984
Year
□ Pimlico
+ Calverton


Victimization
Calverton and Pimlico, 1983 & 1984
Mean Victimization Score
0.87
0.86
0.85
0.84
0.83
0.82
0.81
0.8
0.79
0.78
0.77
0.76
0.75
0.74
0.73
0.72
0.71
0.7
0.69
0.68
0.67
0.11
0.14
0.05
0.03
1983
1984
Year
□ Pimlico
+ Calverton

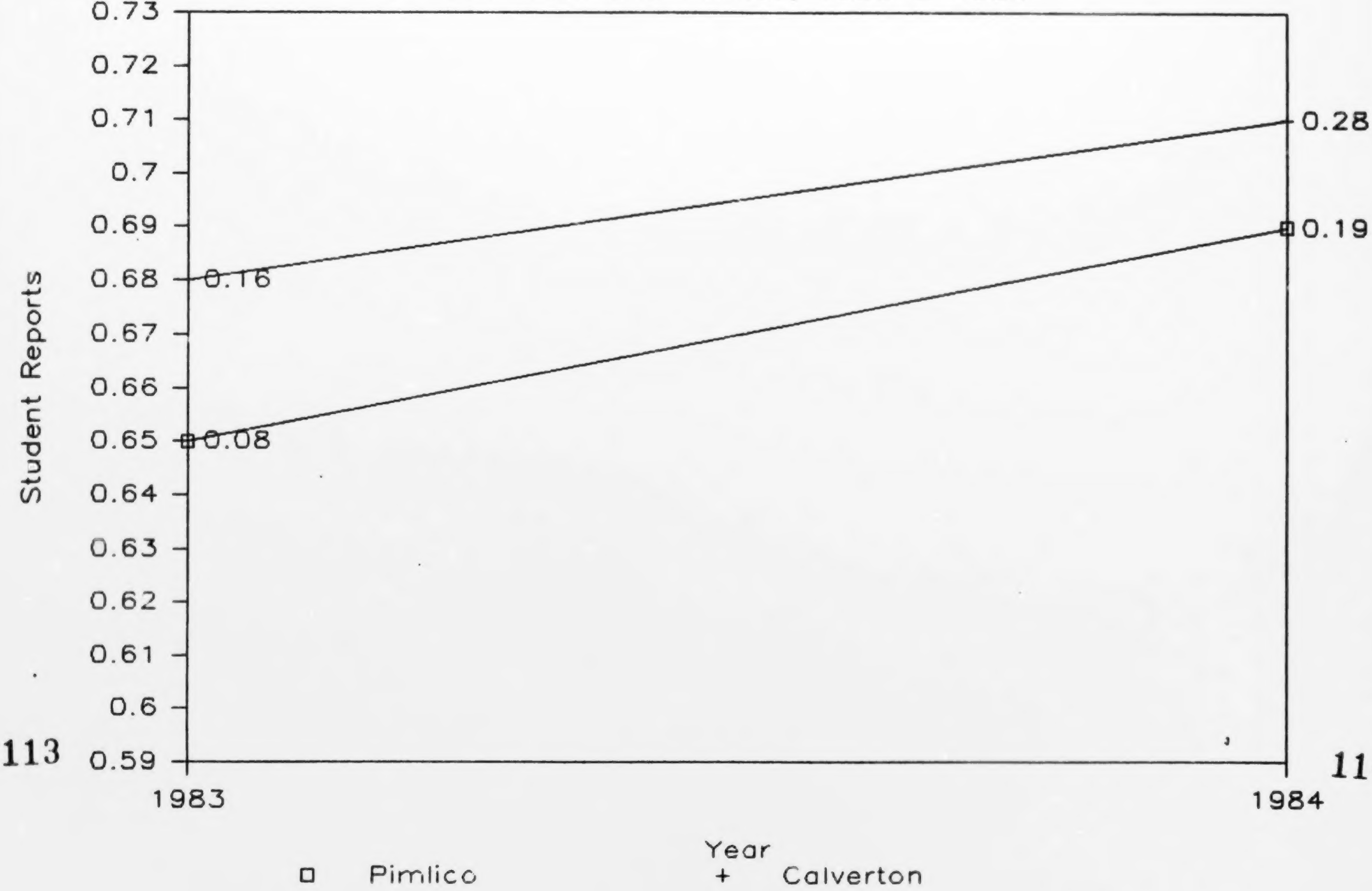

Classroom Orderliness
Calverton and Pimlico, 1983 & 1984
Teacher Reports of Classroom Order
2.45
2.4
2.35
2.3
2.25
2.2
2.15
2.1
2.05
1983
1984
Year
0.09
0.04
0.16
0.12
□ Pimlico
+ Calverton

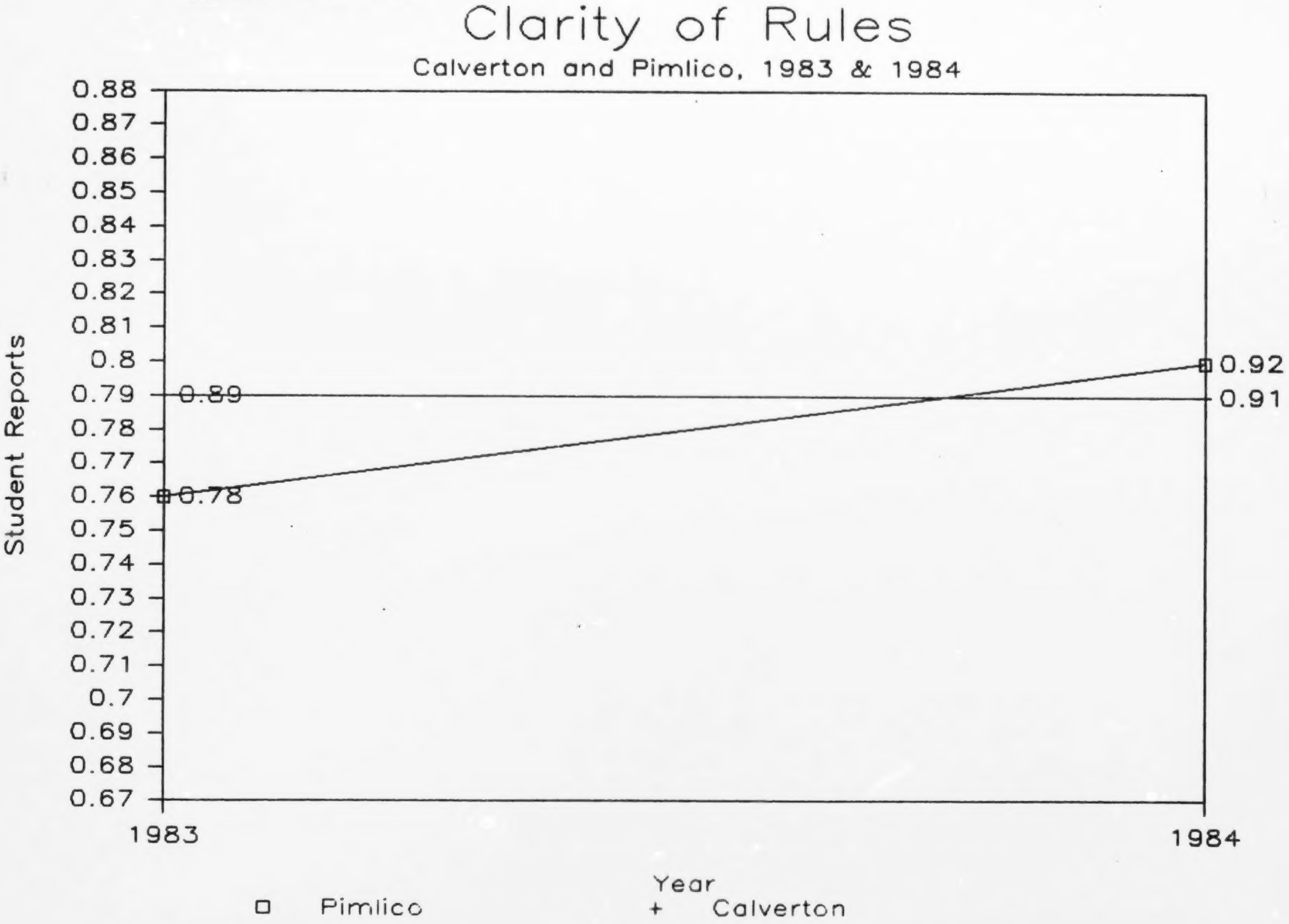

Professional Development
Calverton and Pimlico, 1983 & 1984
Teacher Prof. Dvt.
1.55
1.54
1.53
1.52
1.51
1.5
1.49
1.48
1.47
1.46
1.45
1.44
1.43
1.42
1.41
1.4
1.39
1.38
1.37
0.32
0.61
0.14
0.33
1983
1984
Year
□ Pimlico
+ Calverton

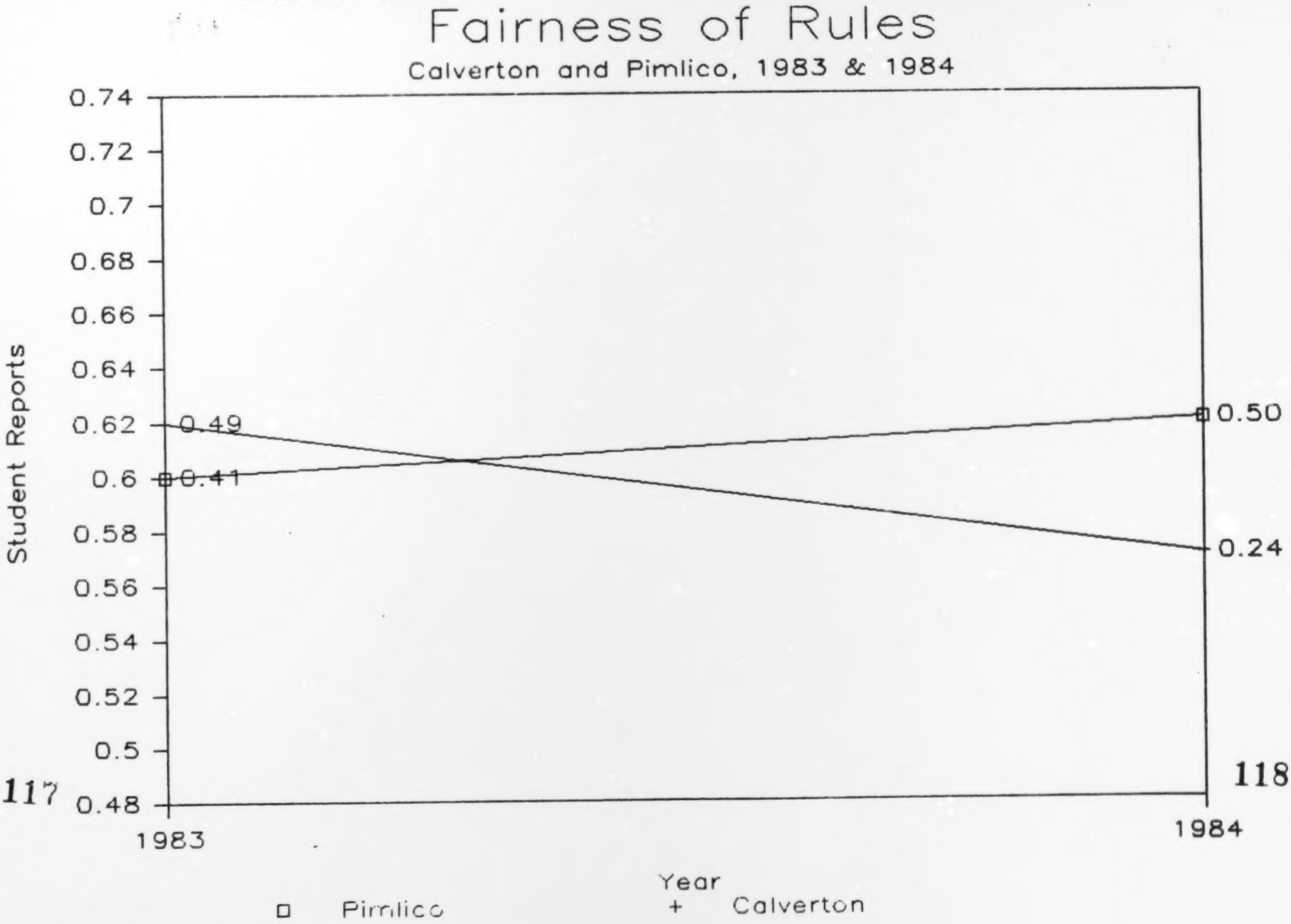

Nonauthoritarian Attitudes
Calverton and Pimlico, 1983 & 1984
Teacher Attitudes
2.55
2.5
2.45
2.4
2.35
2.3
2.25
2.2
2.15
0.30
0.15
0.22
0.09
1983
1984
Year
□ Pimlico
+ Calverton

School Safety (Students)

Calverton and Pimlico, 1983 & 1984

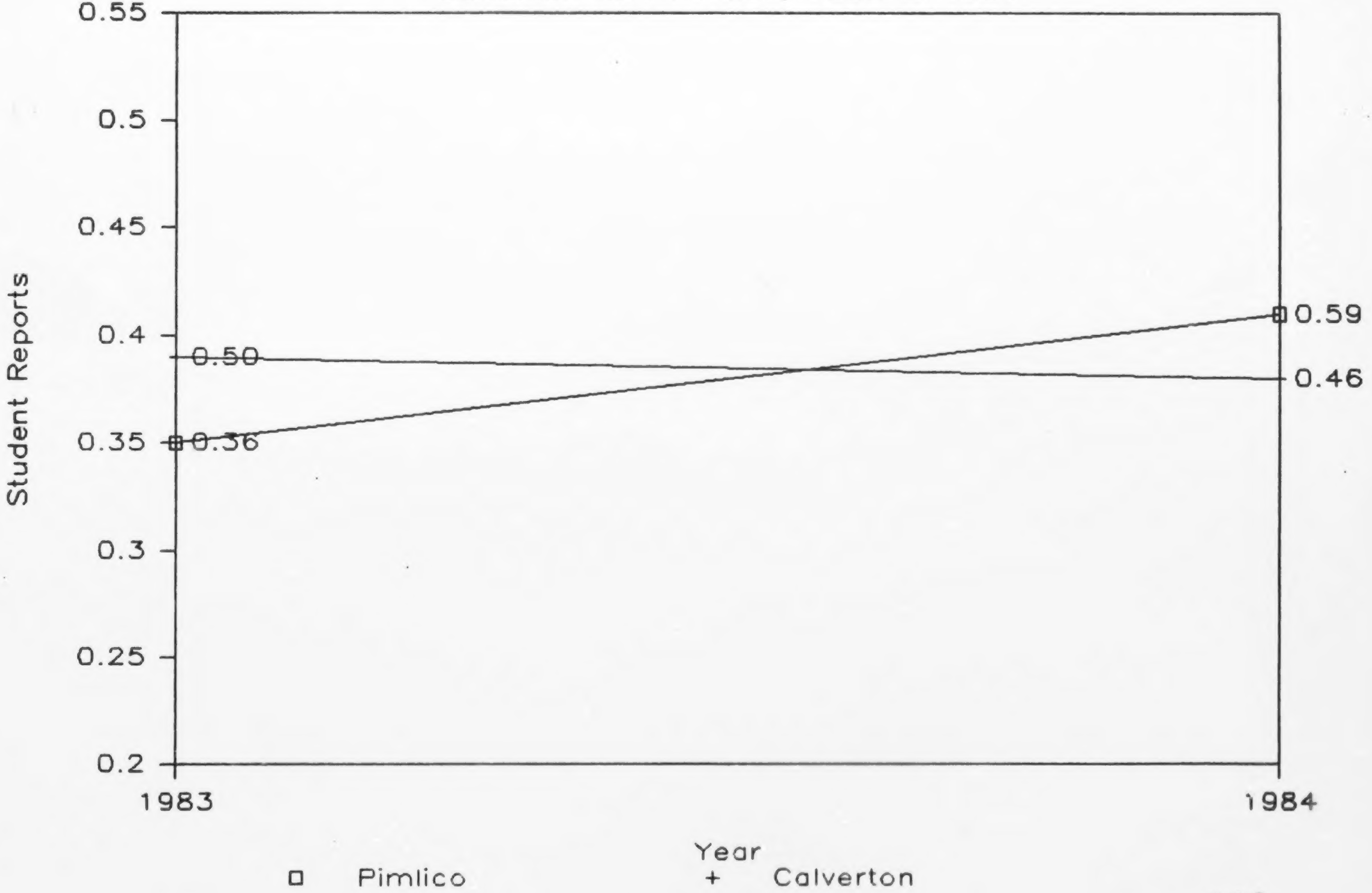


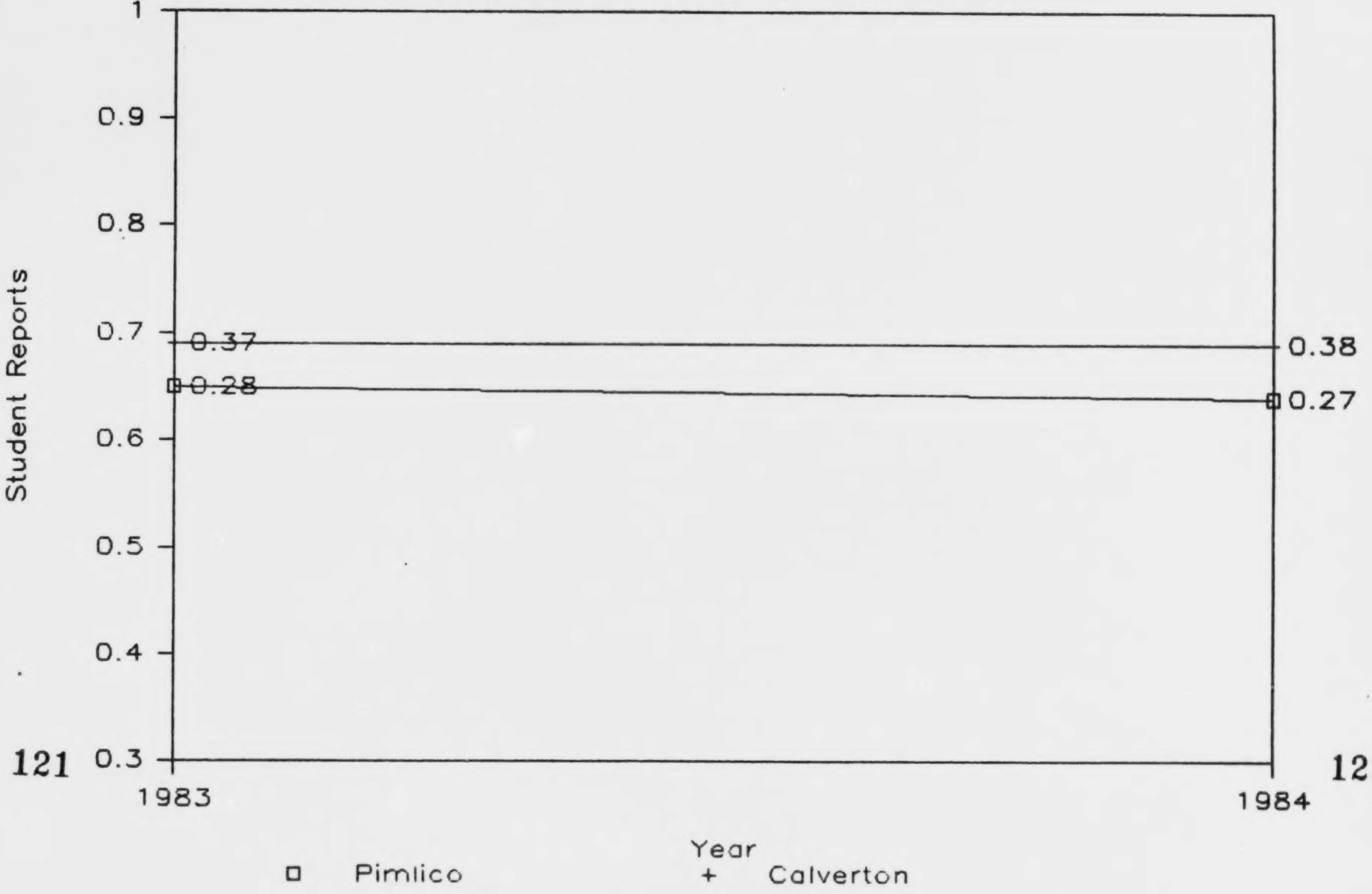

Clarity of Rules
Calverton and Pimlico, 1983 & 1984
0.88
0.87
0.86
0.85
0.84
0.83
0.82
0.81
0.8
0.79
0.78
0.77
0.76
0.75
0.74
0.73
0.72
0.71
0.7
0.69
0.68
0.67
Student Reports
0.89
0.78
0.92
0.91
1983
1984
Year
□ Pimlico
+ Calverton


Fairness of Rules
Calverton and Pimlico, 1983 & 1984
Student Reports
0.74
0.72
0.7
0.68
0.66
0.64
0.62
0.6
0.58
0.56
0.54
0.52
0.5
0.48
0.49
0.41
0.50
0.24
1983
1984
Year
□ Pimlico
+ Calverton

Student Influence

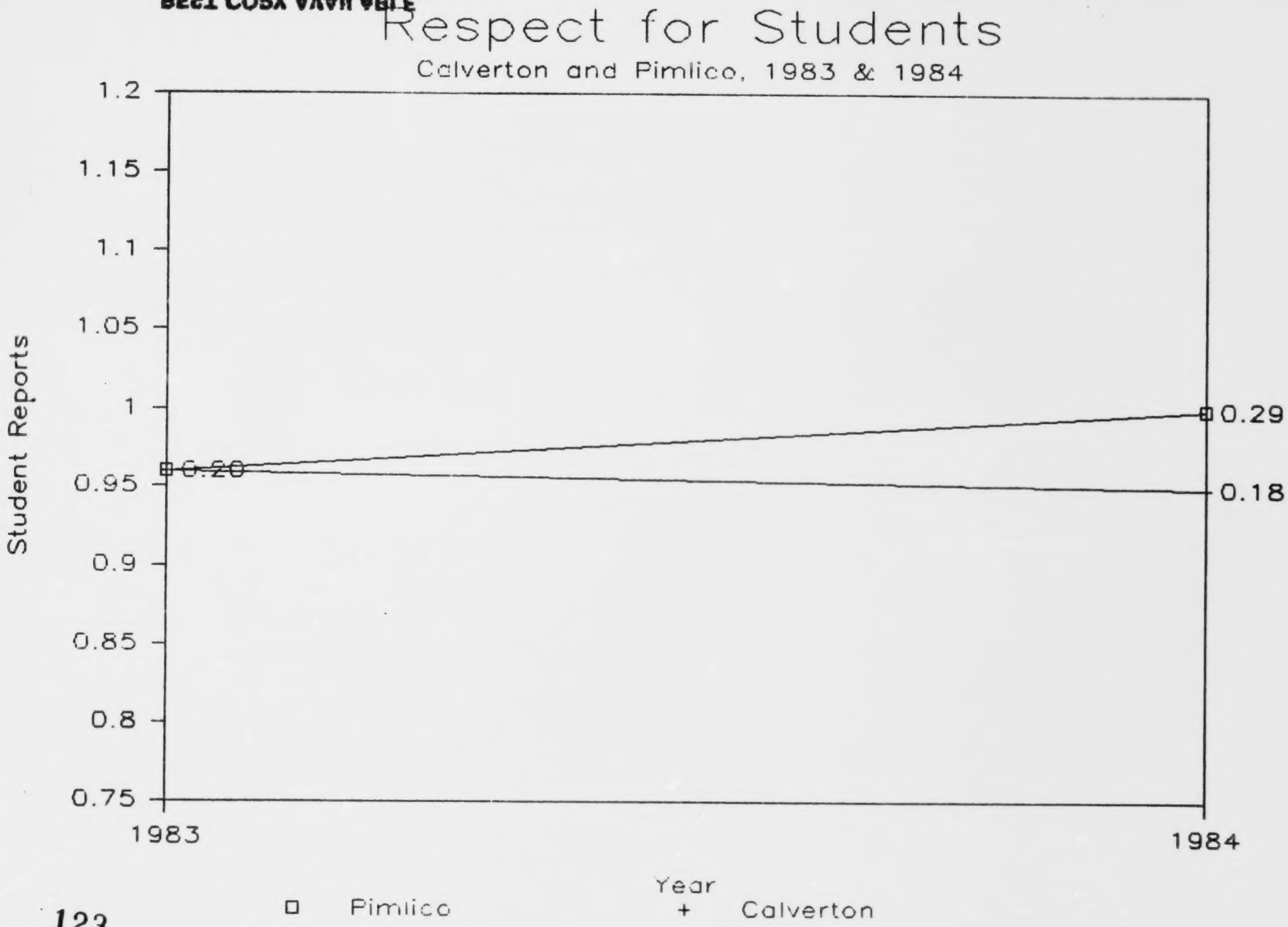
Calverton and Pimlico, 1983 & 1984





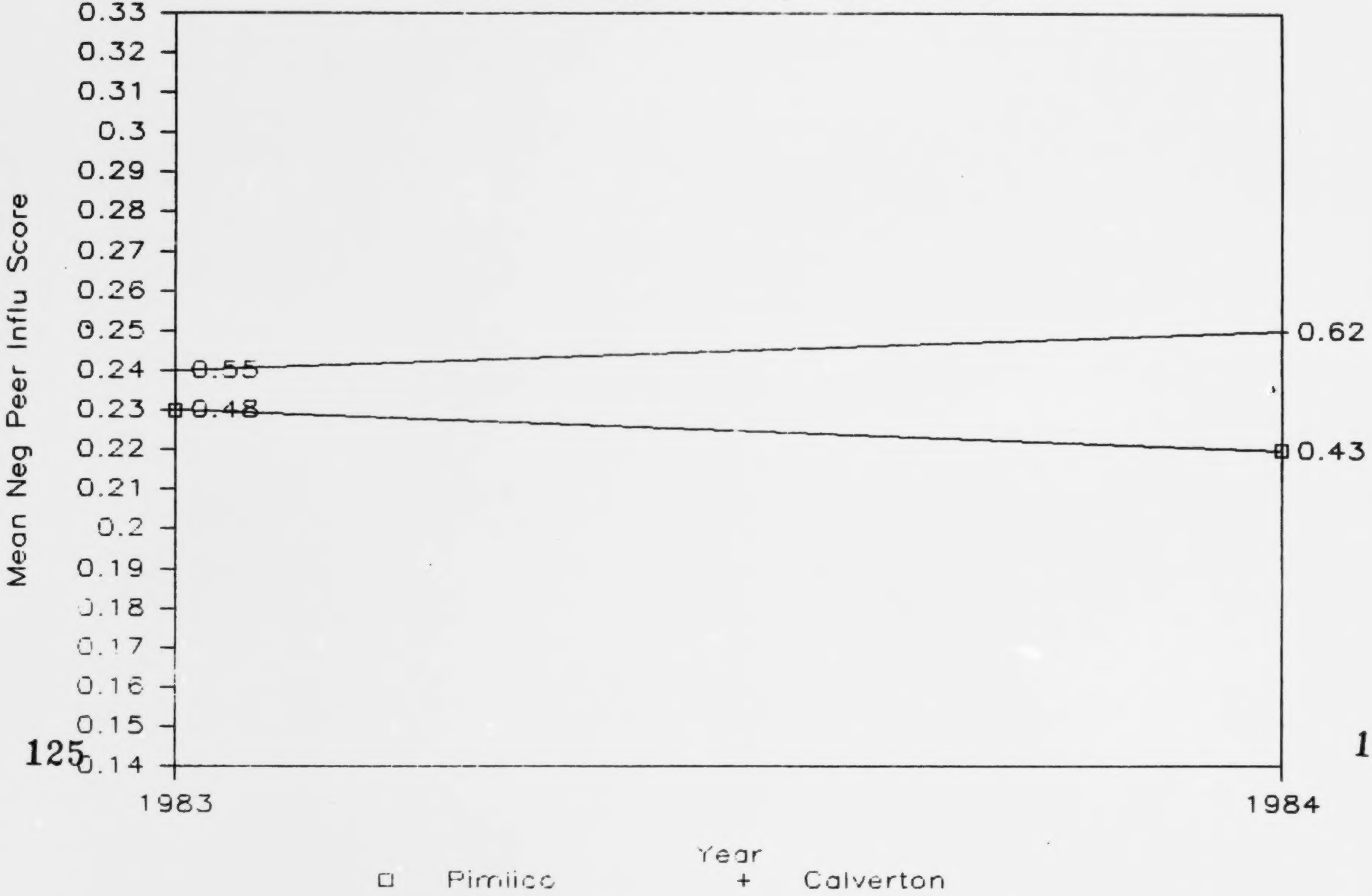
Student–Teacher Interaction

Calverton and Pimlico, 1983 & 1984


Respect for Students
Calverton and Pimlico, 1983 & 1984
Student Reports
1.2
1.15
1.1
1.05
1
0.95
0.9
0.85
0.8
0.75
0.20
0.29
0.18
1983
1984
Year
□ Pimlico
+ Calverton

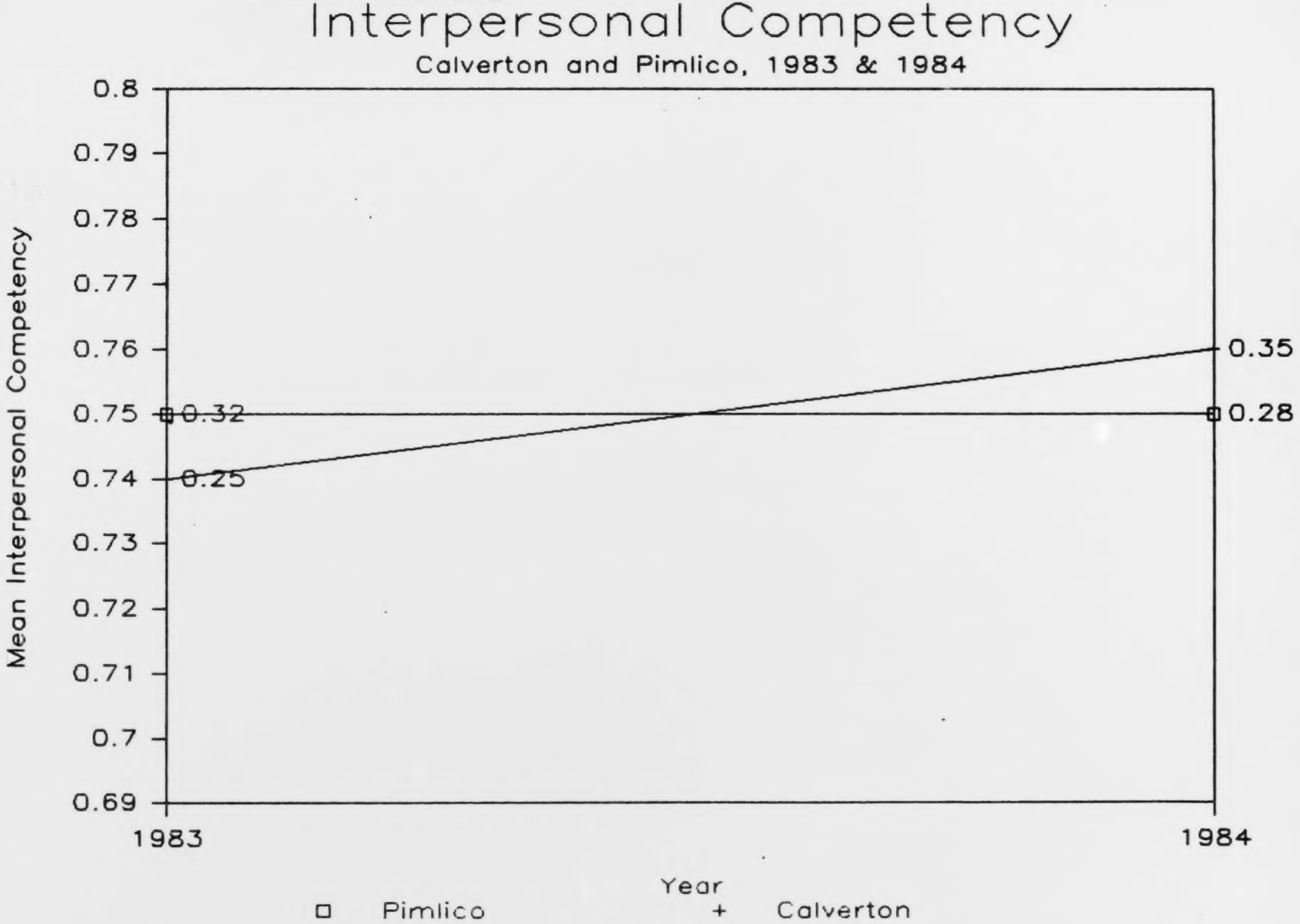
Negative Peer Influence

Calverton and Pimlico, 1983 & 1984



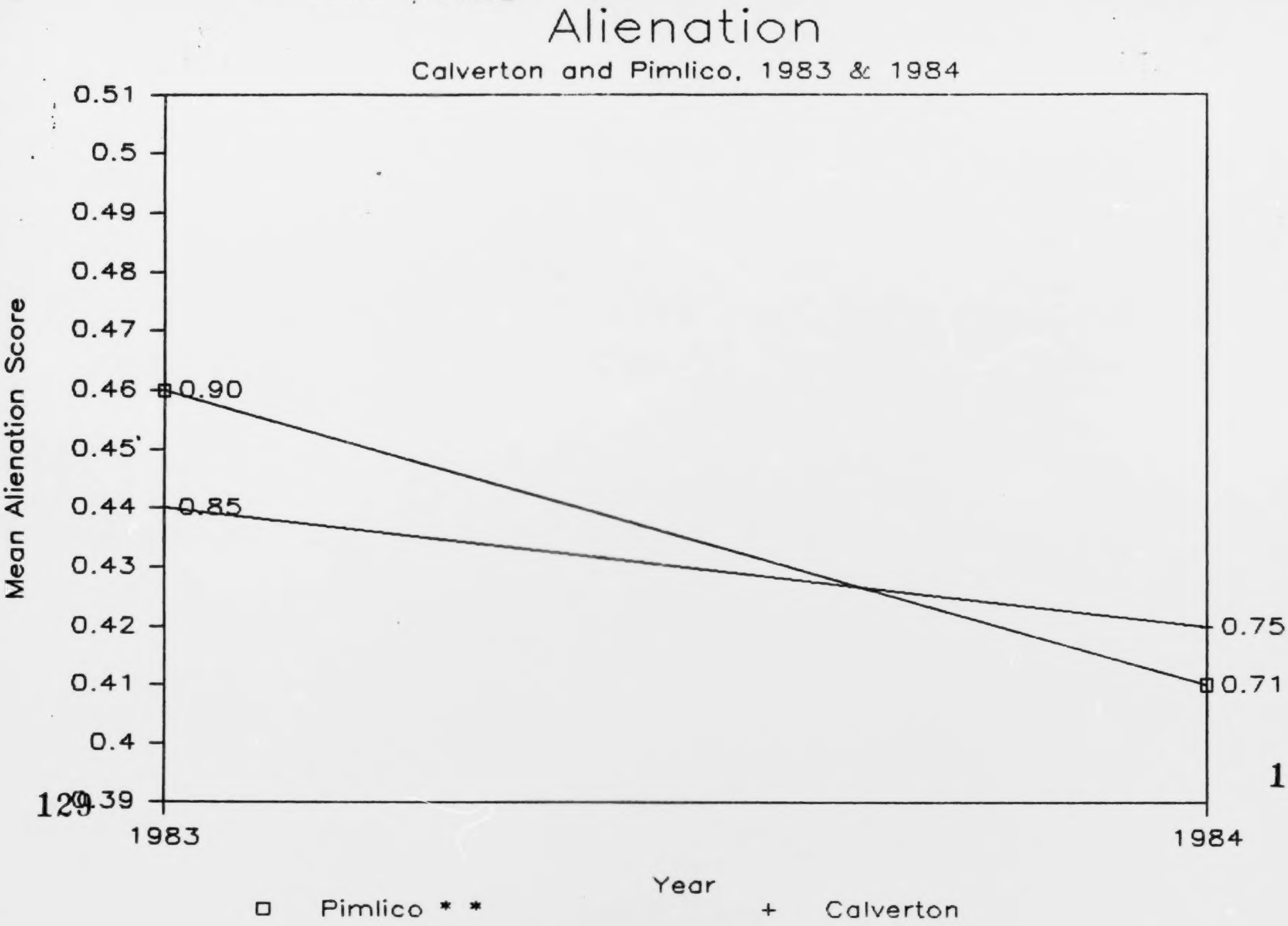
D27

BEST COPY AVAILABLE



Interpersonal Competency

Calverton and Pimlico, 1983 & 1984



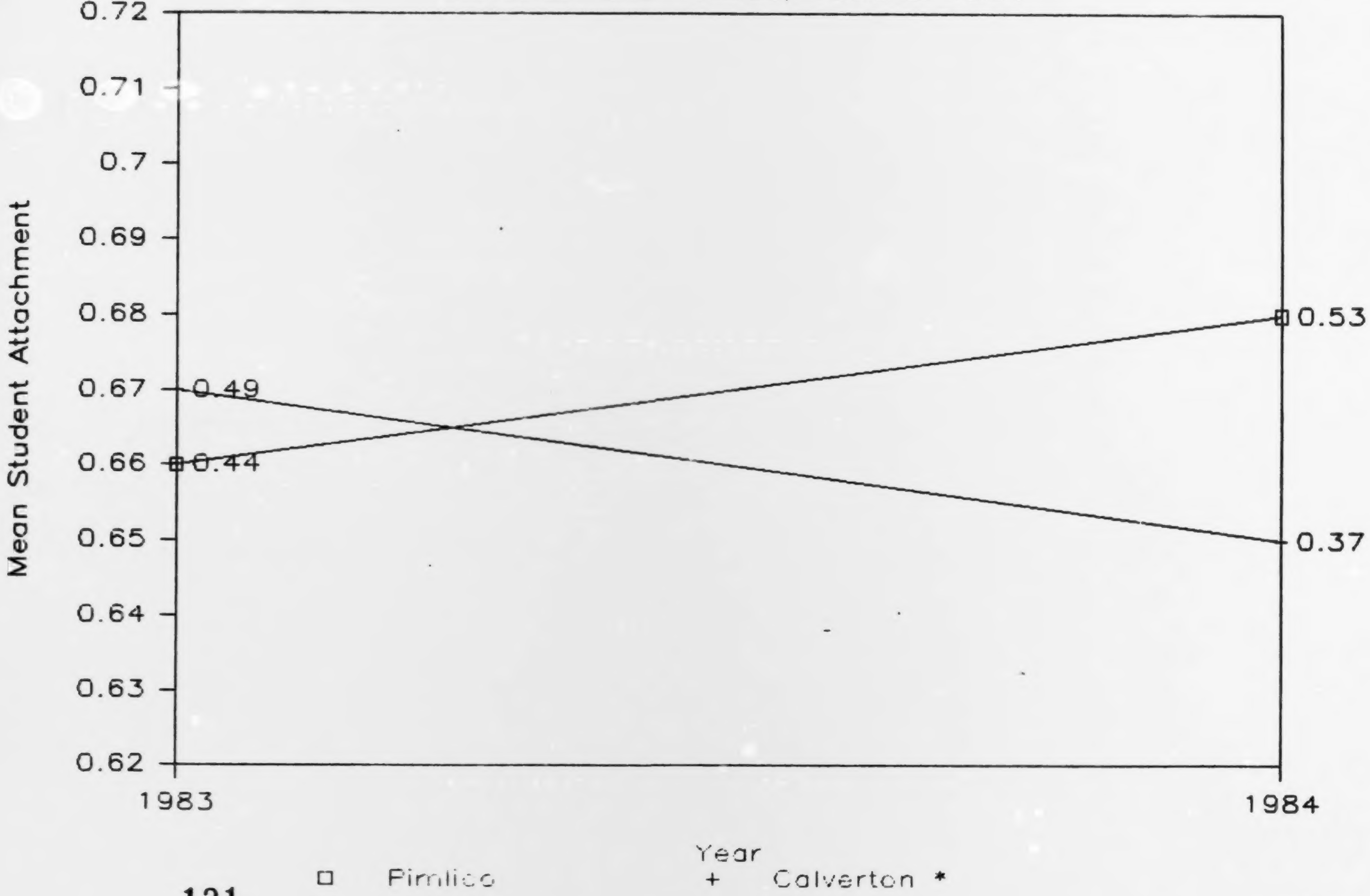
Alienation

Calverton and Pimlico, 1983 & 1984

BEST COPY AVAILABLE

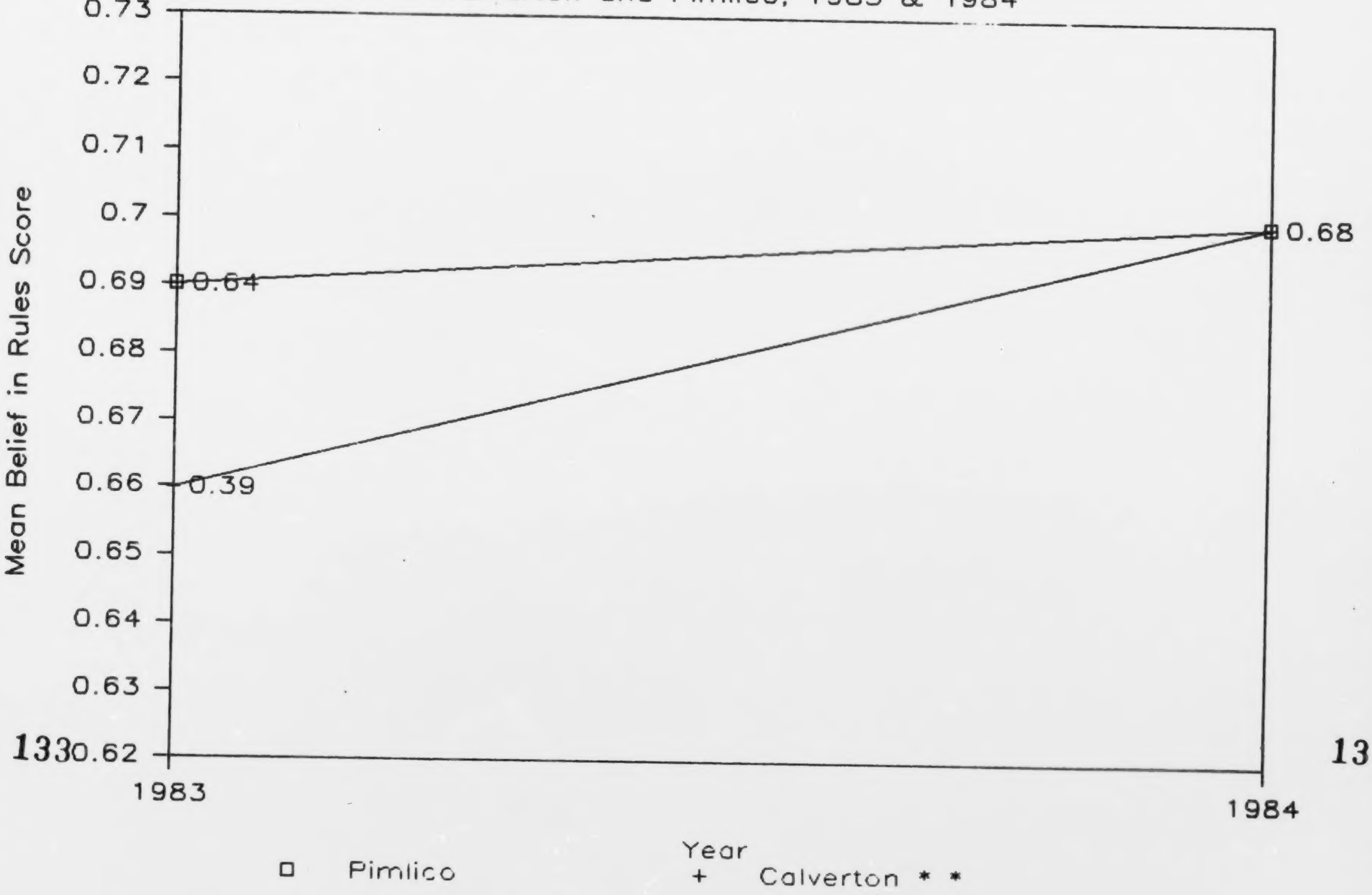
School Attachment

Calverton and Pimlico, 1983 & 1984



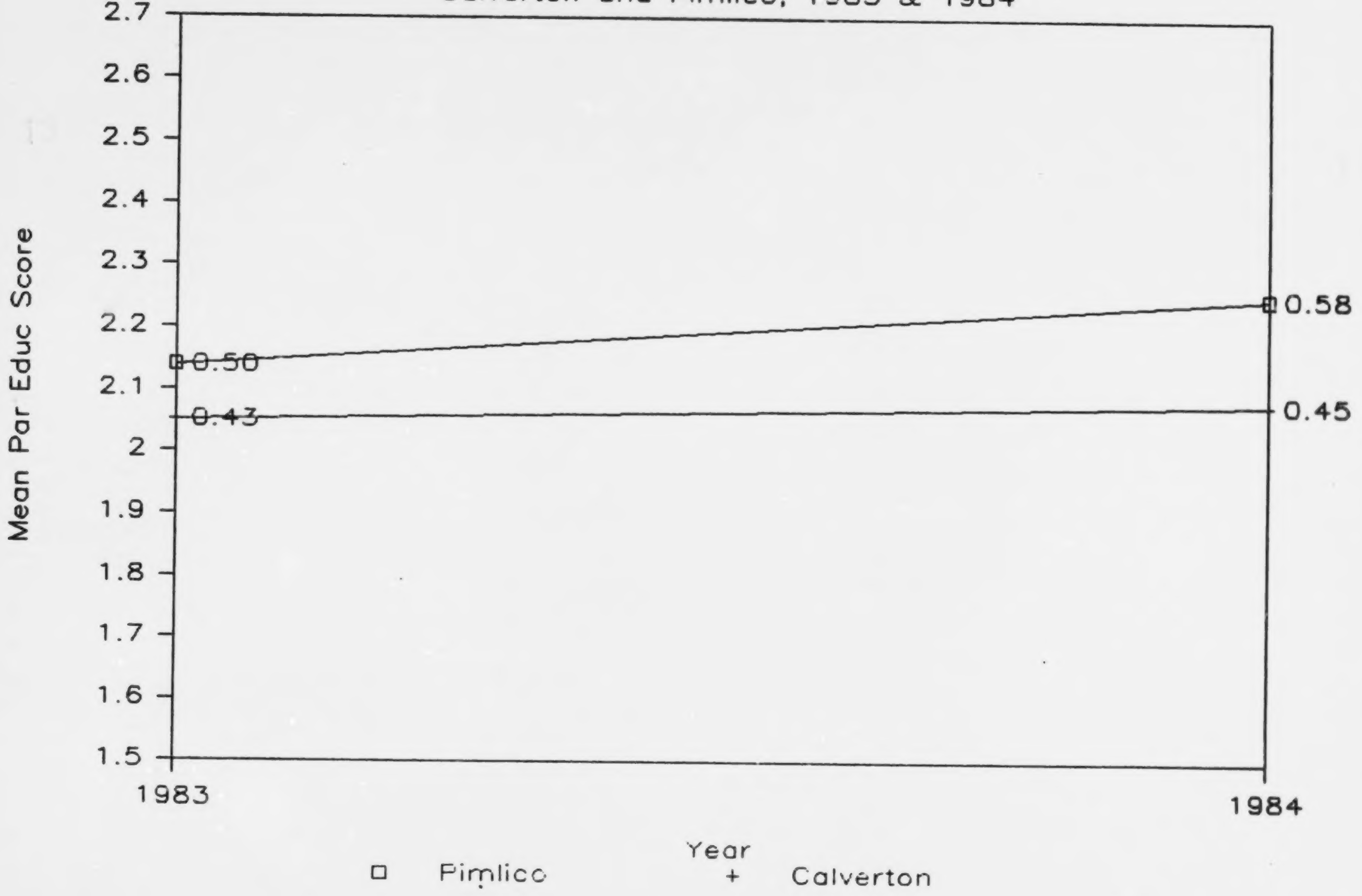
Belief in Rules

Calverton and Pimlico, 1983 & 1984



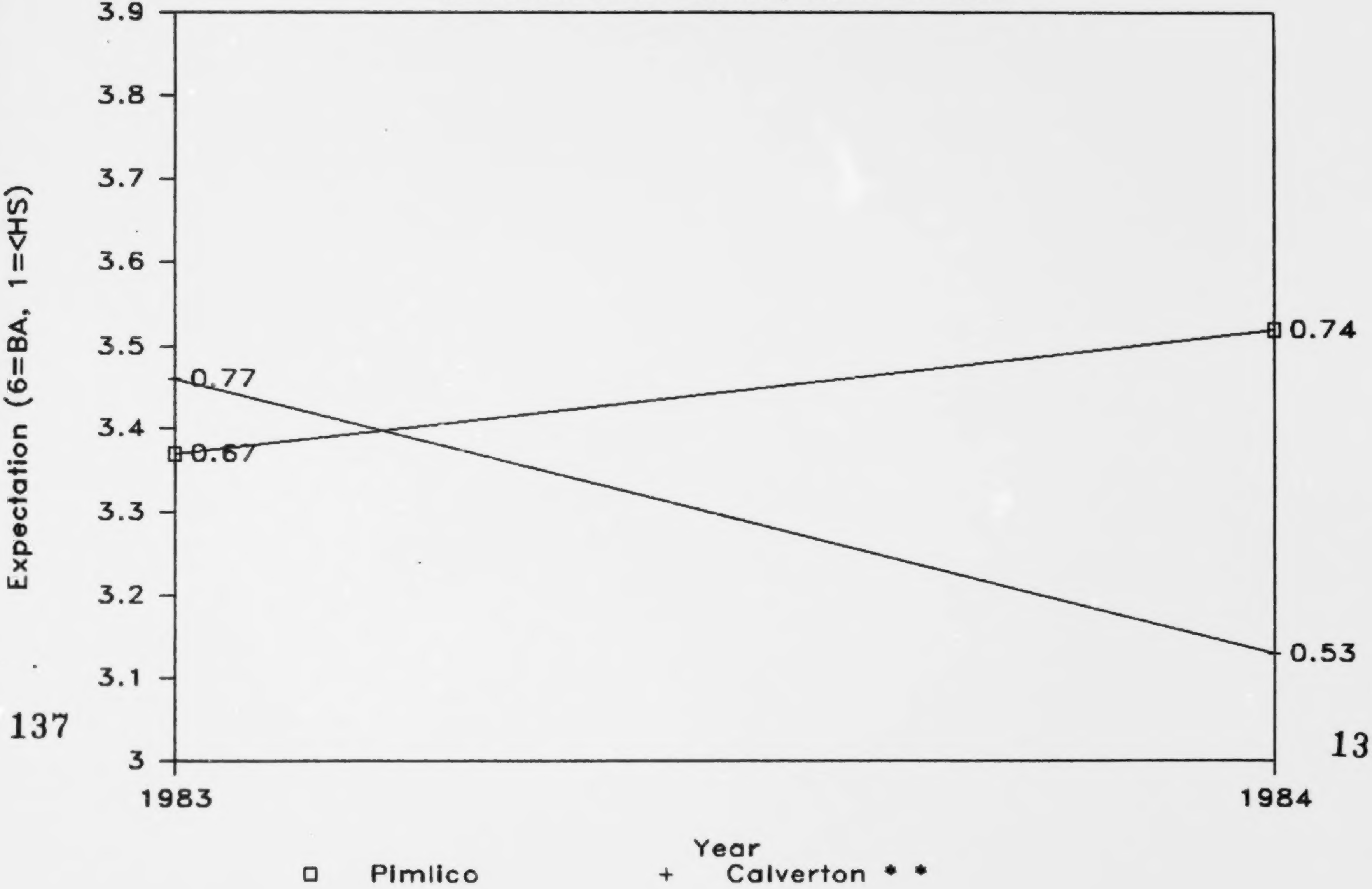
Parental Education

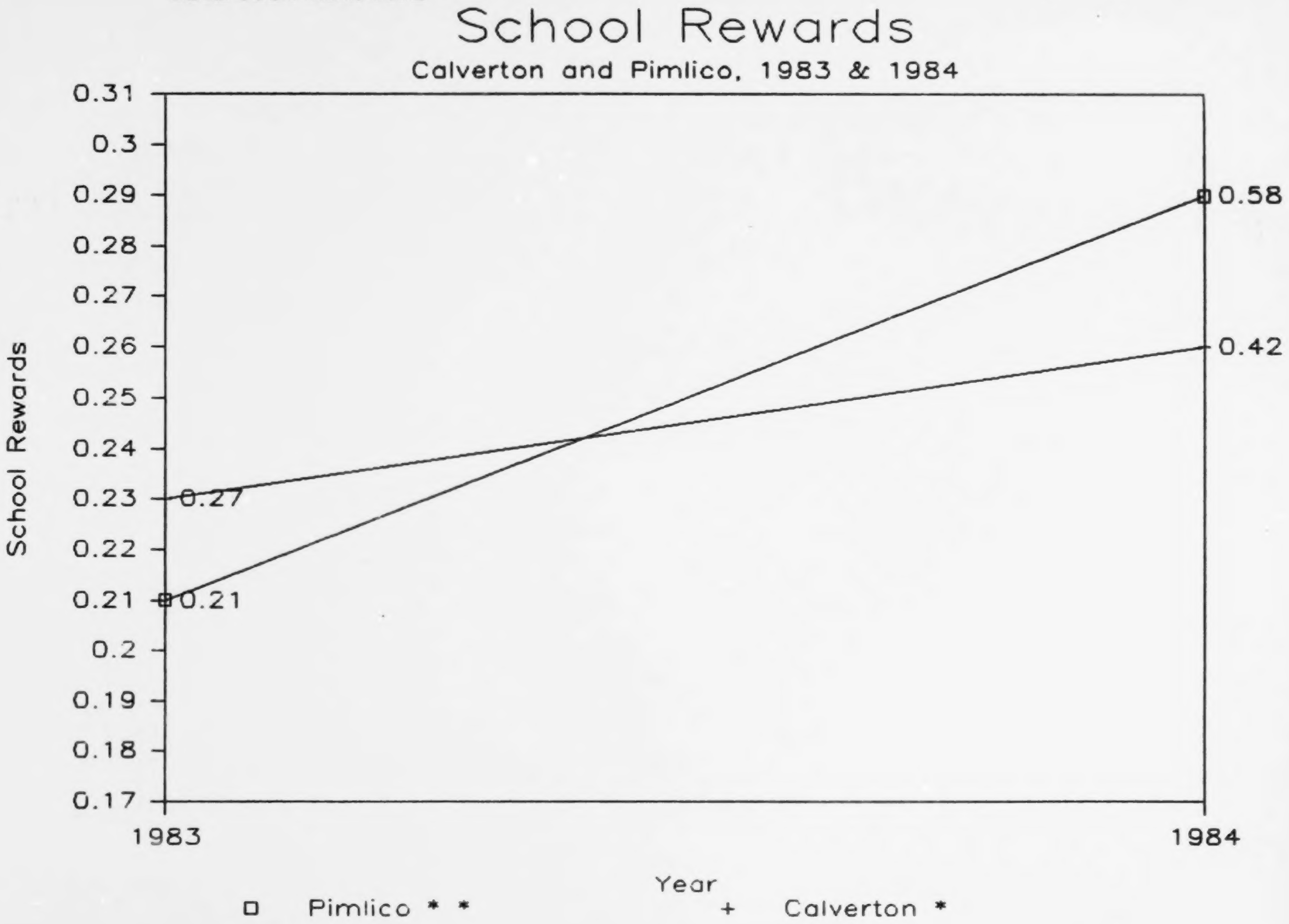
Calverton and Pimlico, 1983 & 1984



Educational Expectations

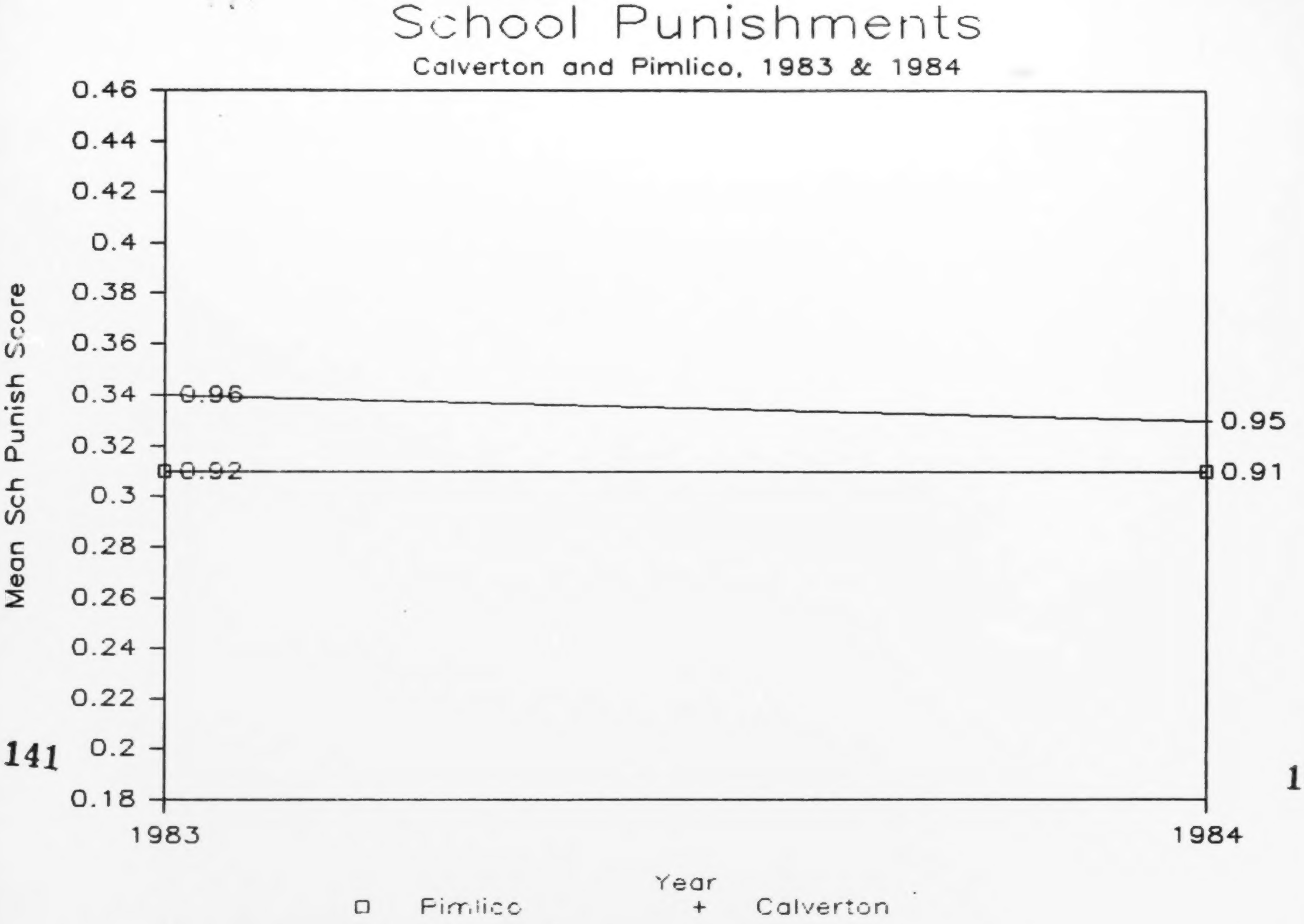
Calverton and Pimlico, 1983 & 1984





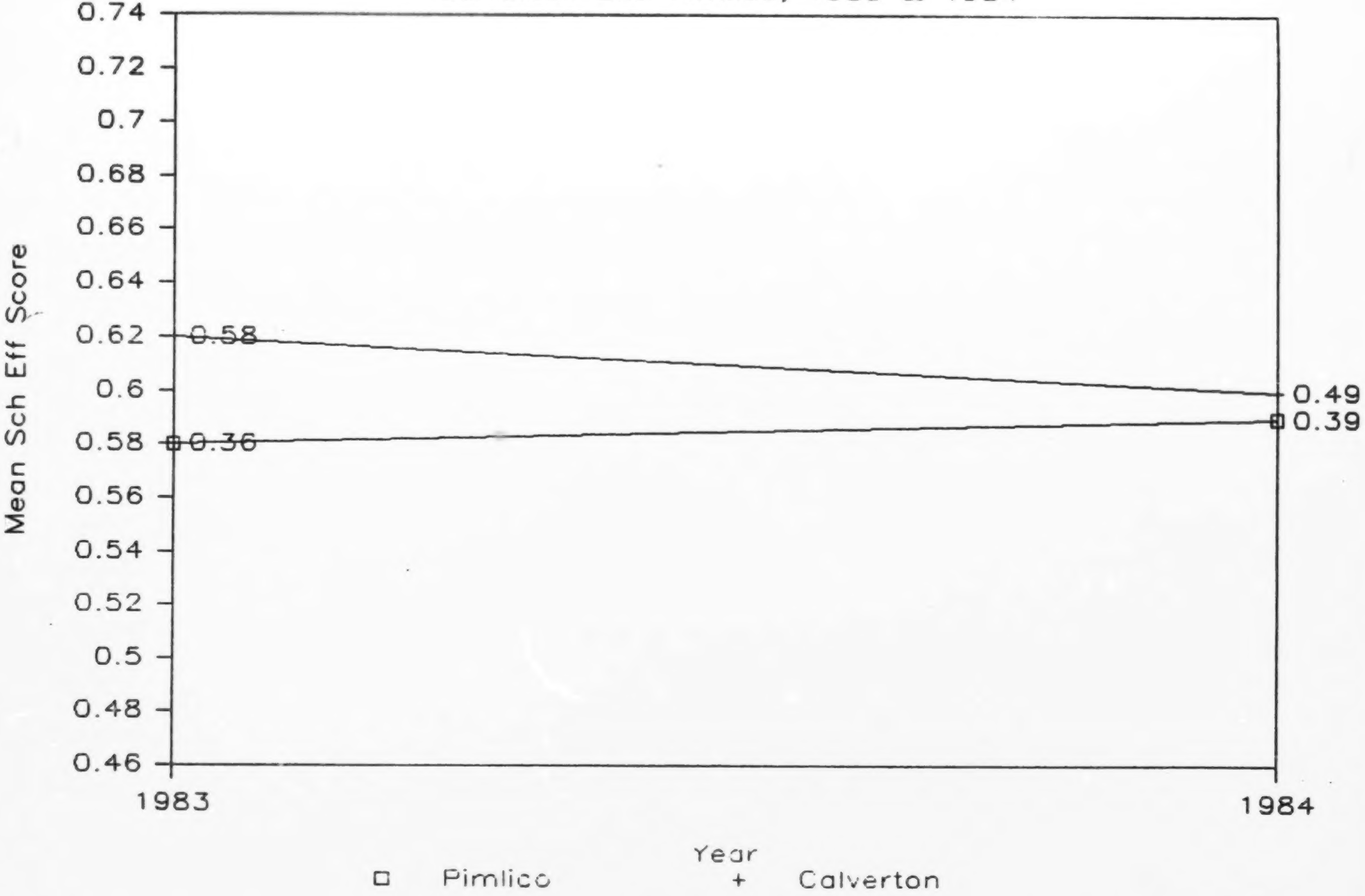
School Rewards

Calverton and Pimlico, 1983 & 1984



School Punishments

Calverton and Pimlico, 1983 & 1984

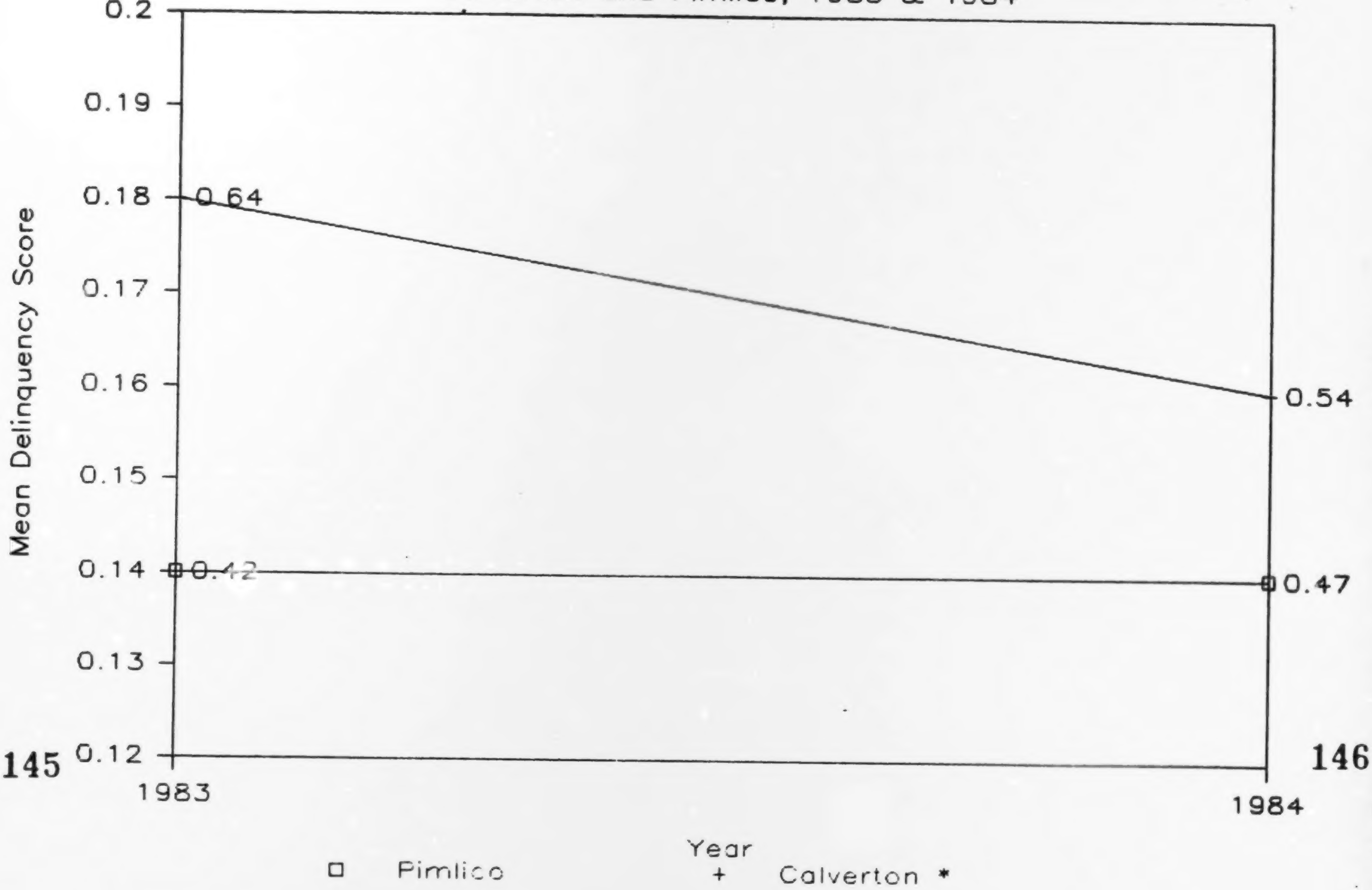


School Effort

Calverton and Pimlico, 1983 & 1984

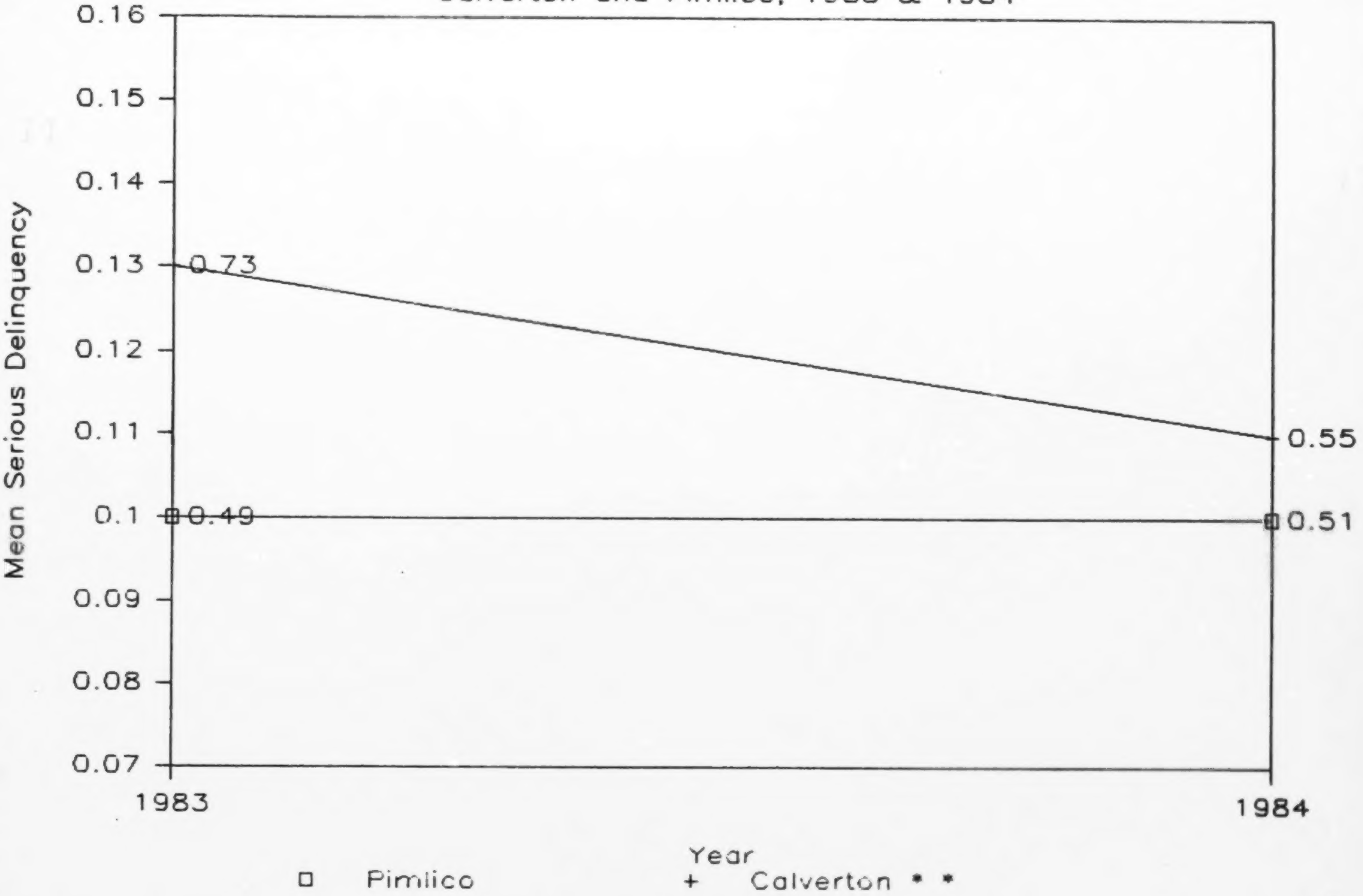
Self-Report Delinquency (Total)

Calverton and Pimlico, 1983 & 1984



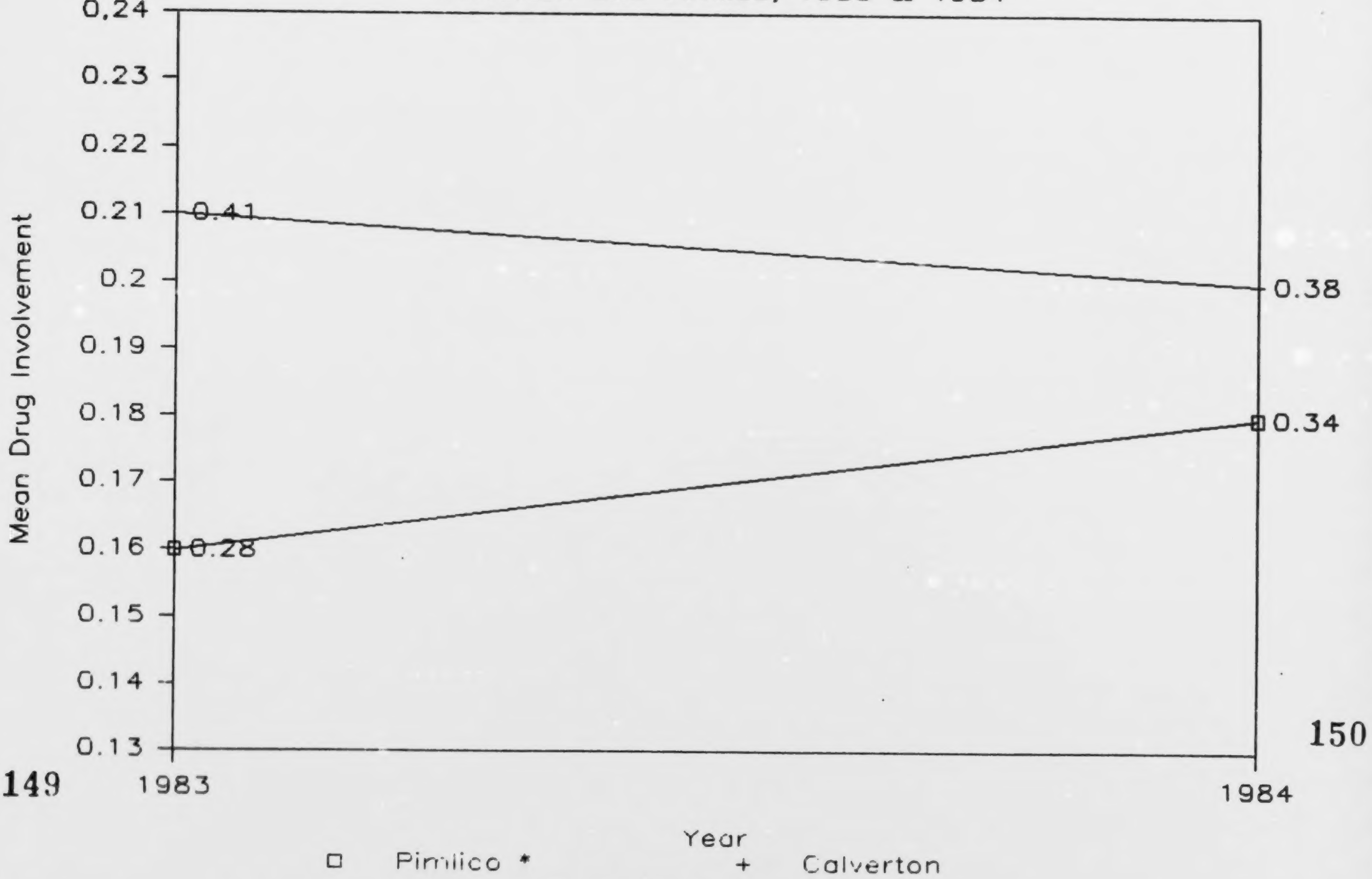
S-R Serious Delinquency

Calverton and Pimlico, 1983 & 1984



S-R Drug Involvement

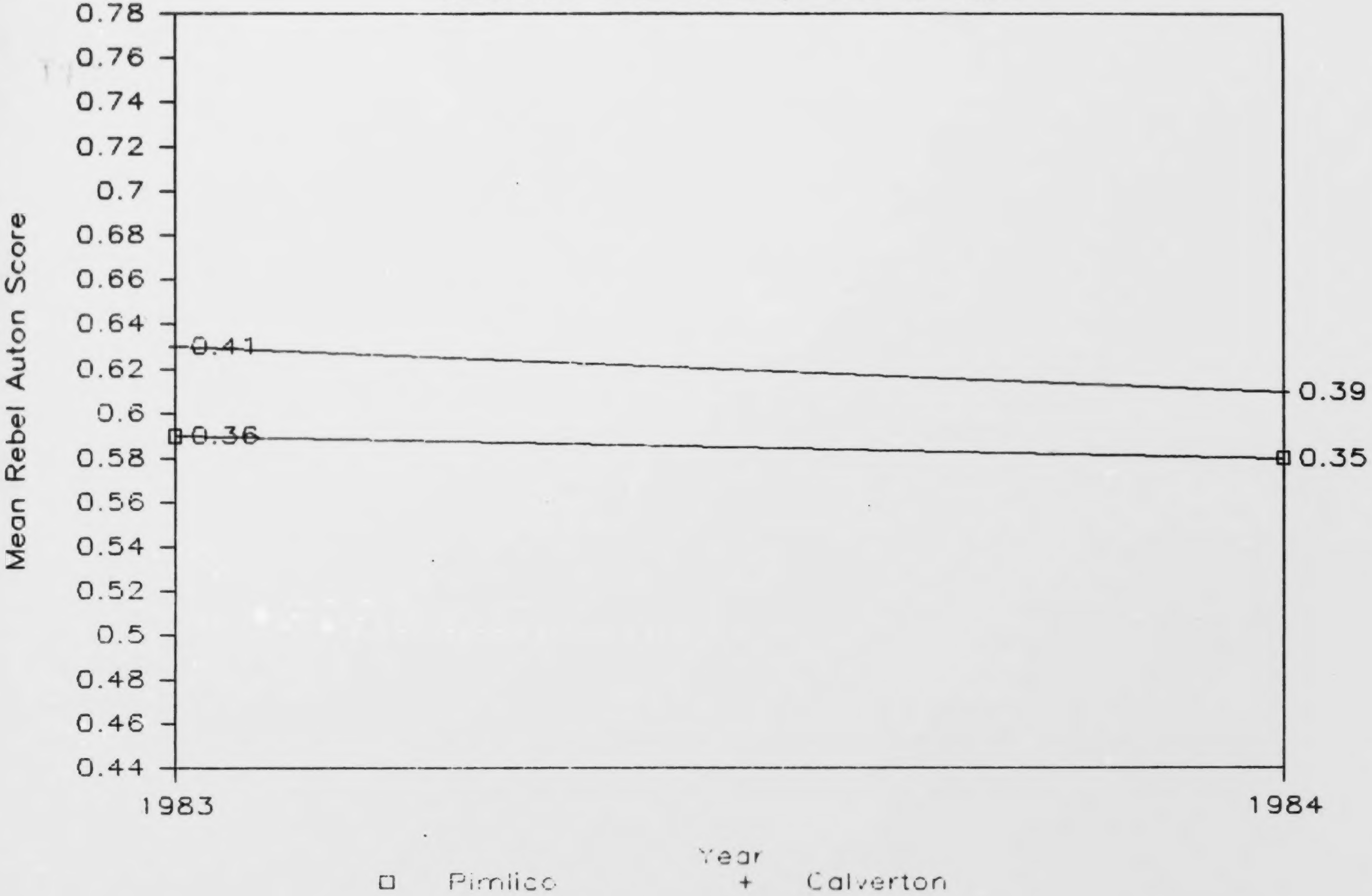
Calverton and Pimlico, 1983 & 1984



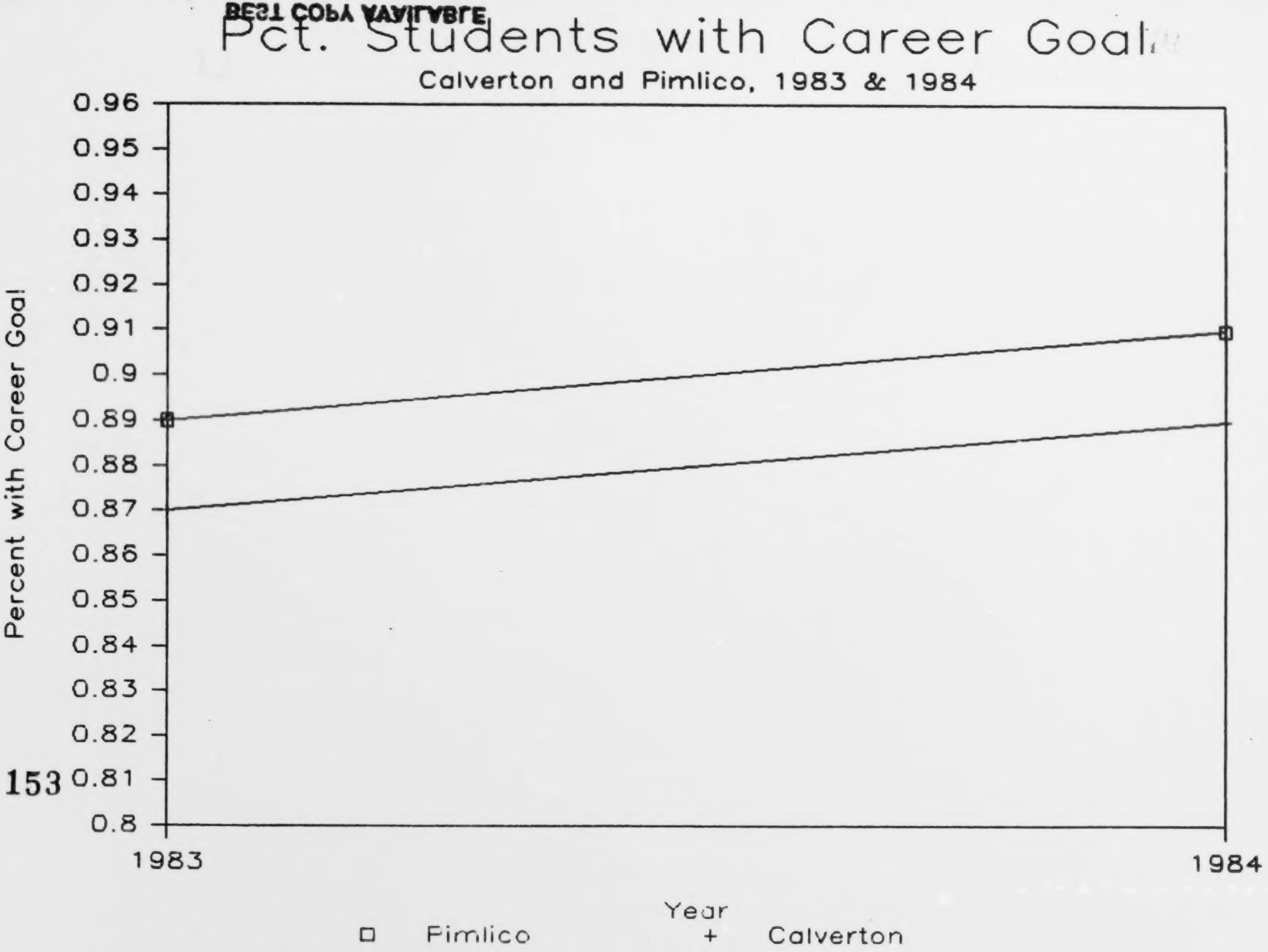
D39

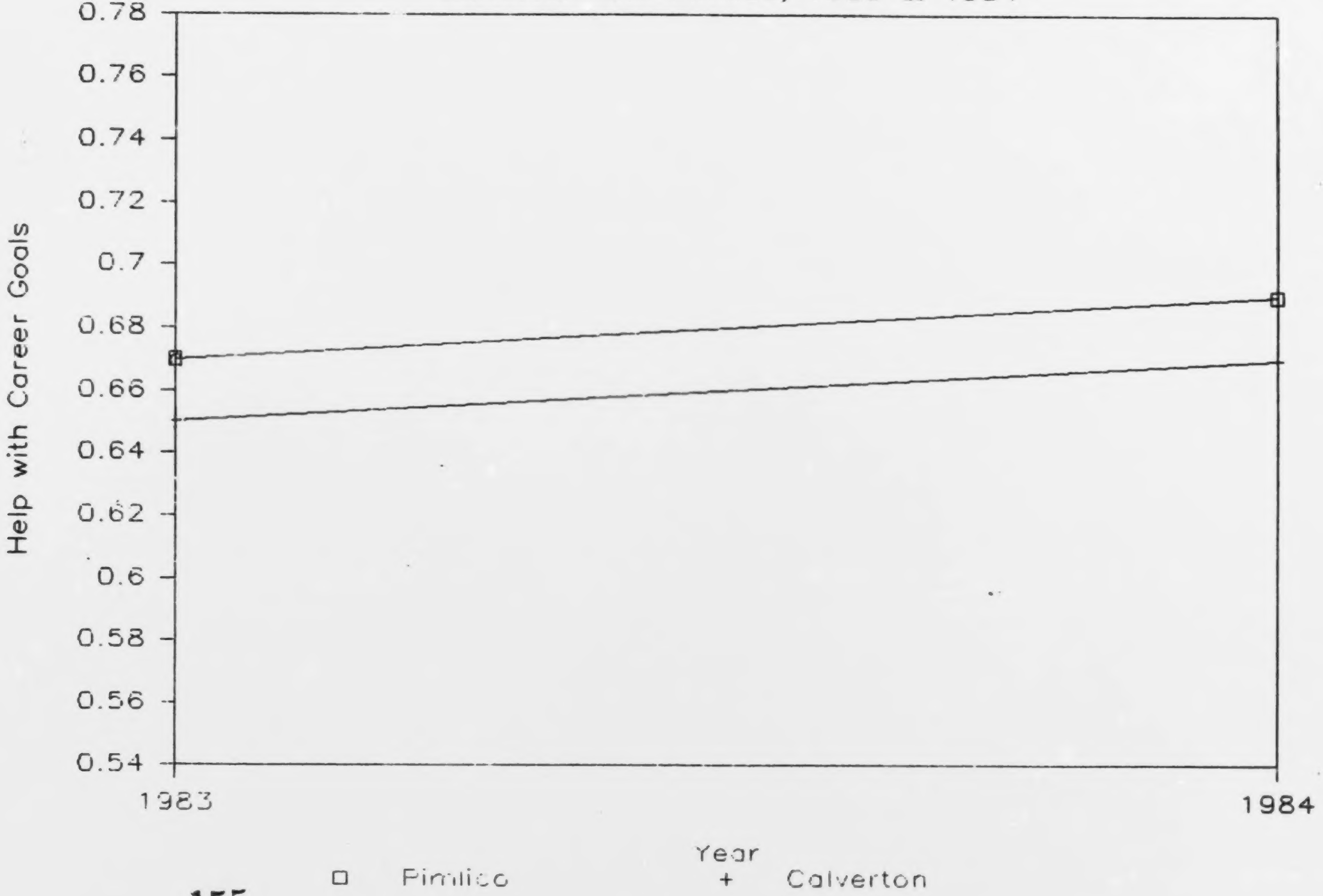
Rebellious Autonomy

Calverton and Pimlico, 1983 & 1984



BEST COPY AVAILABLE


Pct. Students with Career Goal
Calverton and Pimlico, 1983 & 1984
Percent with Career Goal
0.96
0.95
0.94
0.93
0.92
0.91
0.9
0.89
0.88
0.87
0.86
0.85
0.84
0.83
0.82
0.81
0.8
1983
1984
Year
□ Pimlico
+ Calverton



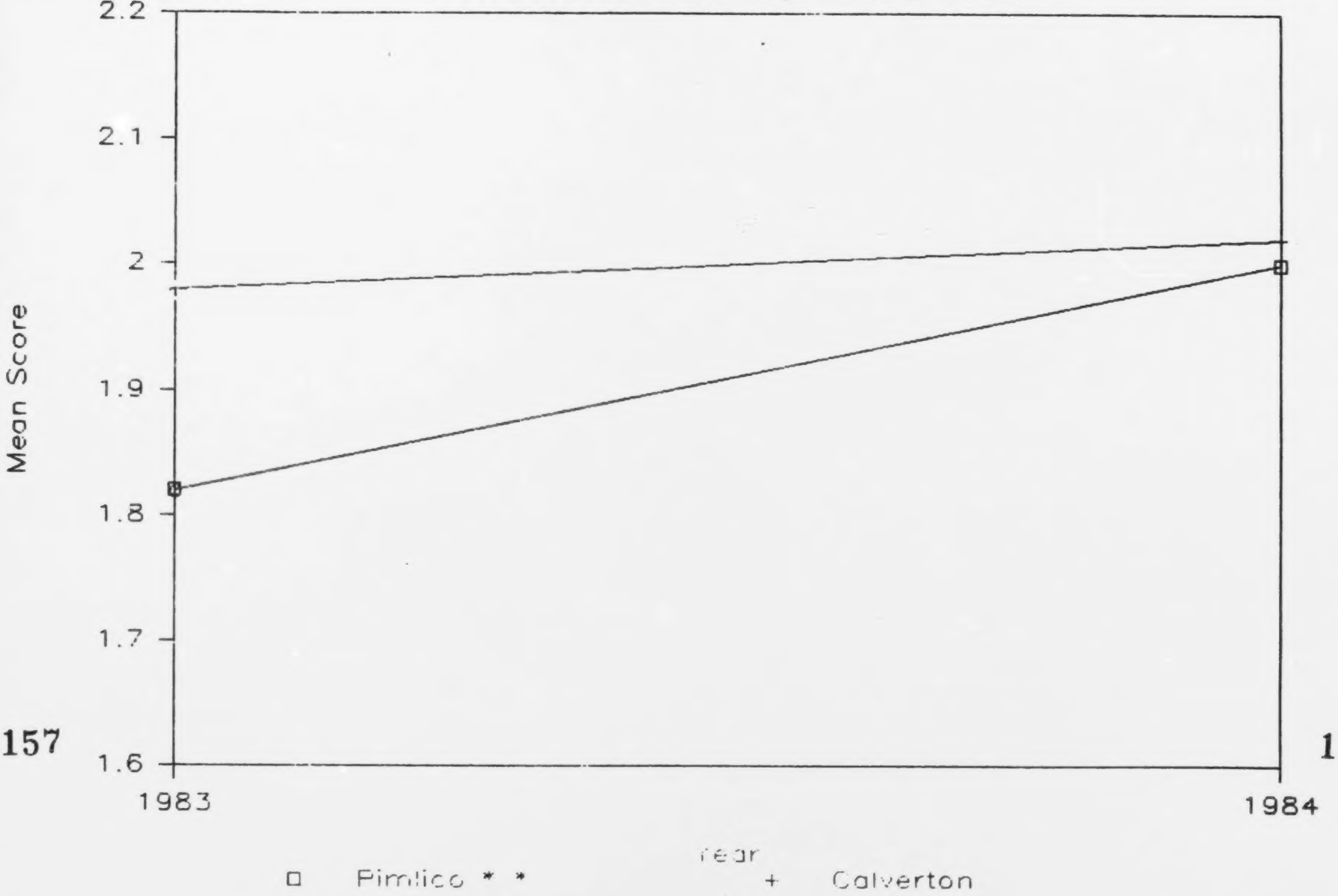
Percent Learning Useful Things

Calverton and Pimlico, 1983 & 1984

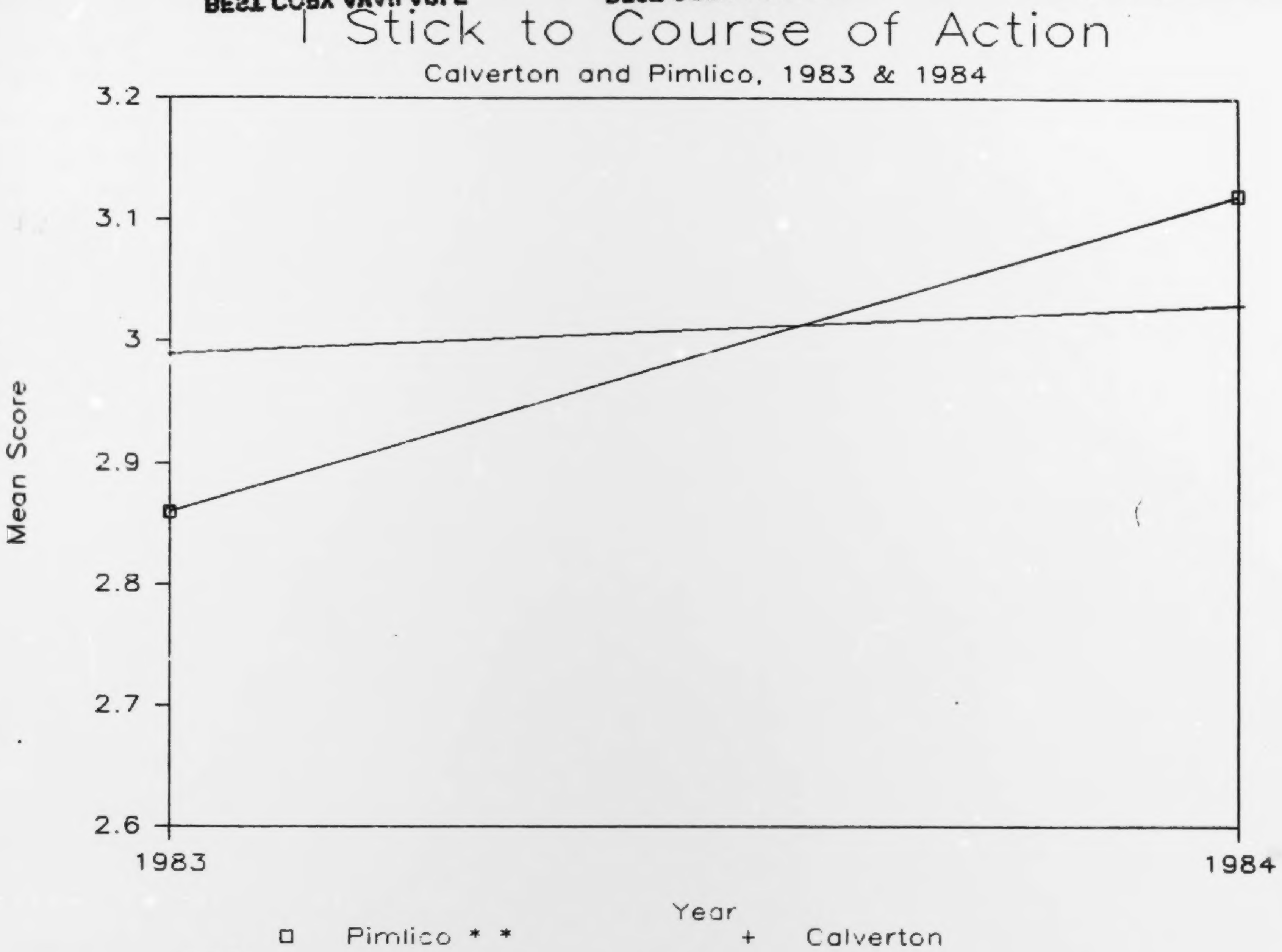
BEST COPY AVAILABLE

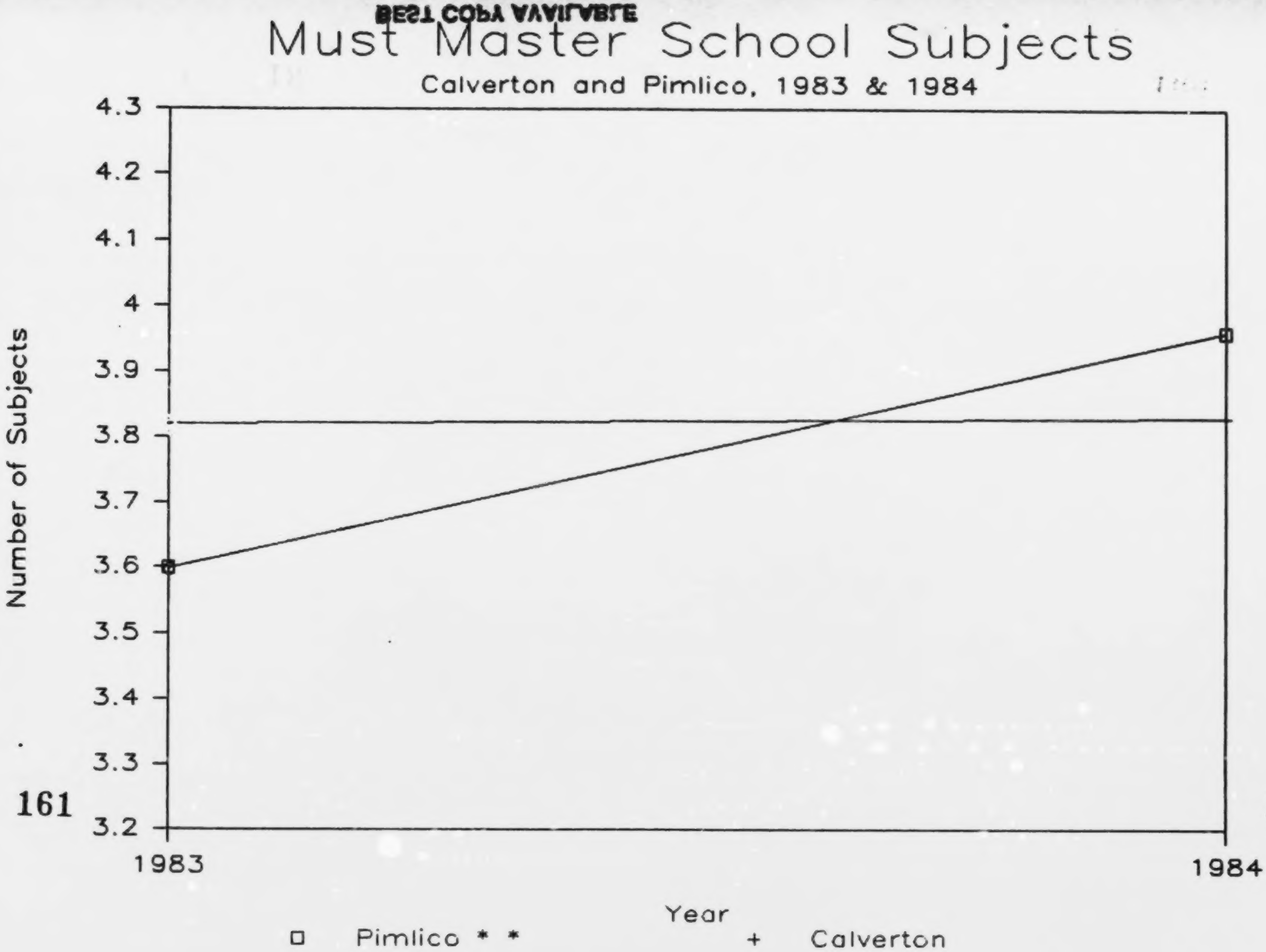
Student Likes This School

Calverton and Pimlico, 1983 & 1984

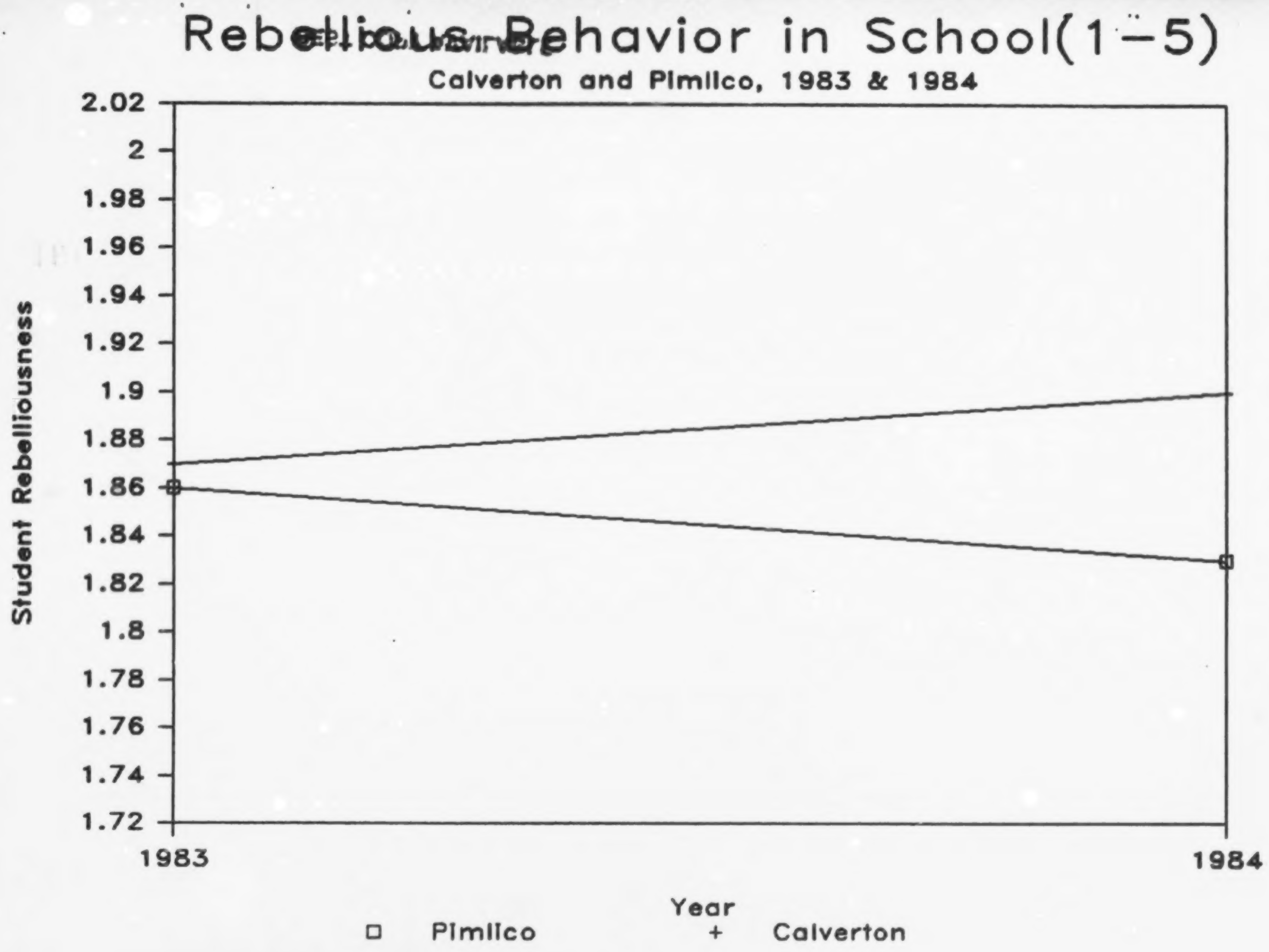


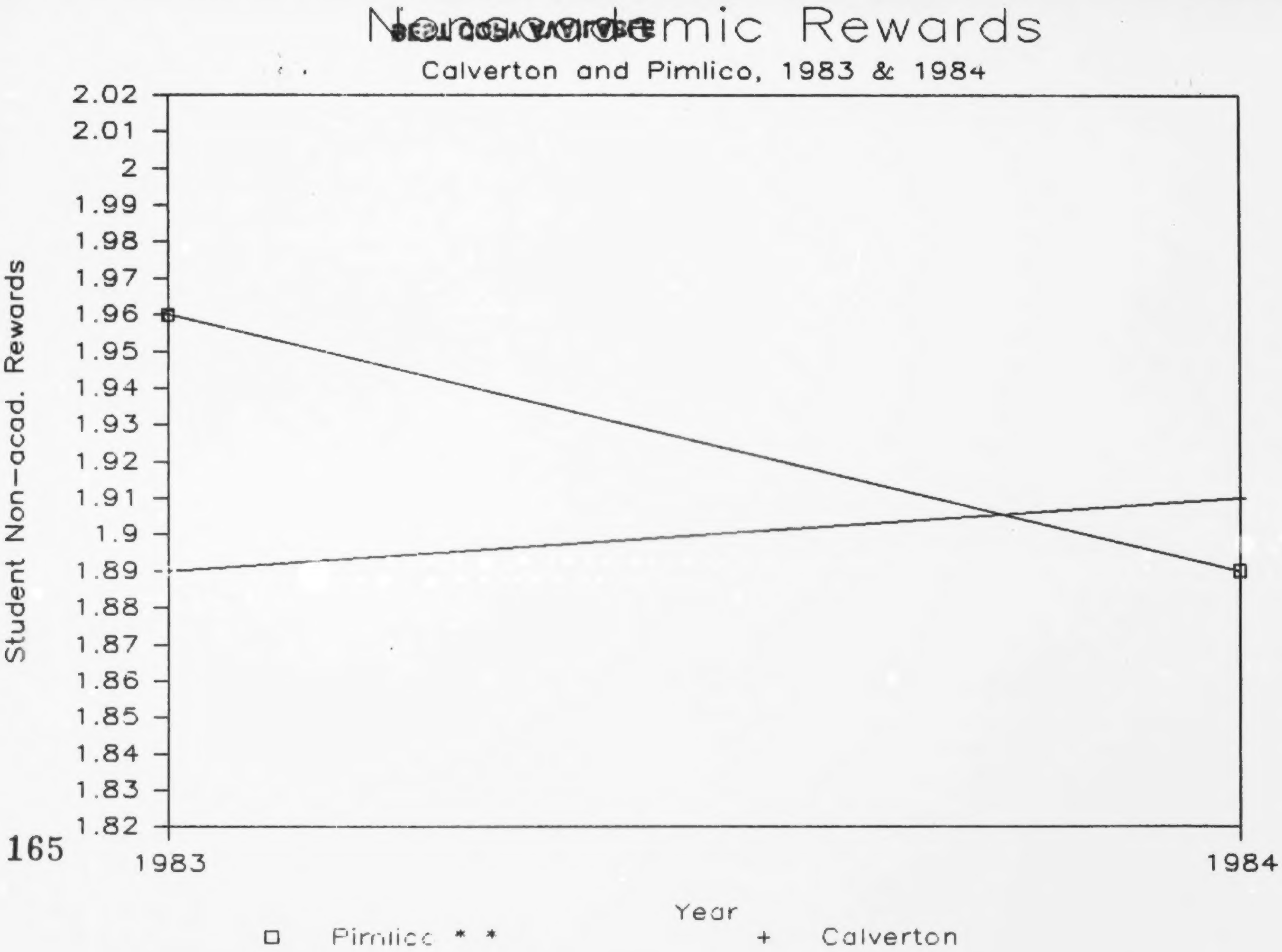
D43


I Stick to Course of Action
Calverton and Pimlico, 1983 & 1984
Mean Score
3.2
3.1
3
2.9
2.8
2.7
2.6
1983
1984
Year
□ Pimlico * *
+ Calverton


Must Master School Subjects
Calverton and Pimlico, 1983 & 1984
Number of Subjects
4.3
4.2
4.1
4
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
1983
1984
Year
□ Pimlico * *
+ Calverton

D45

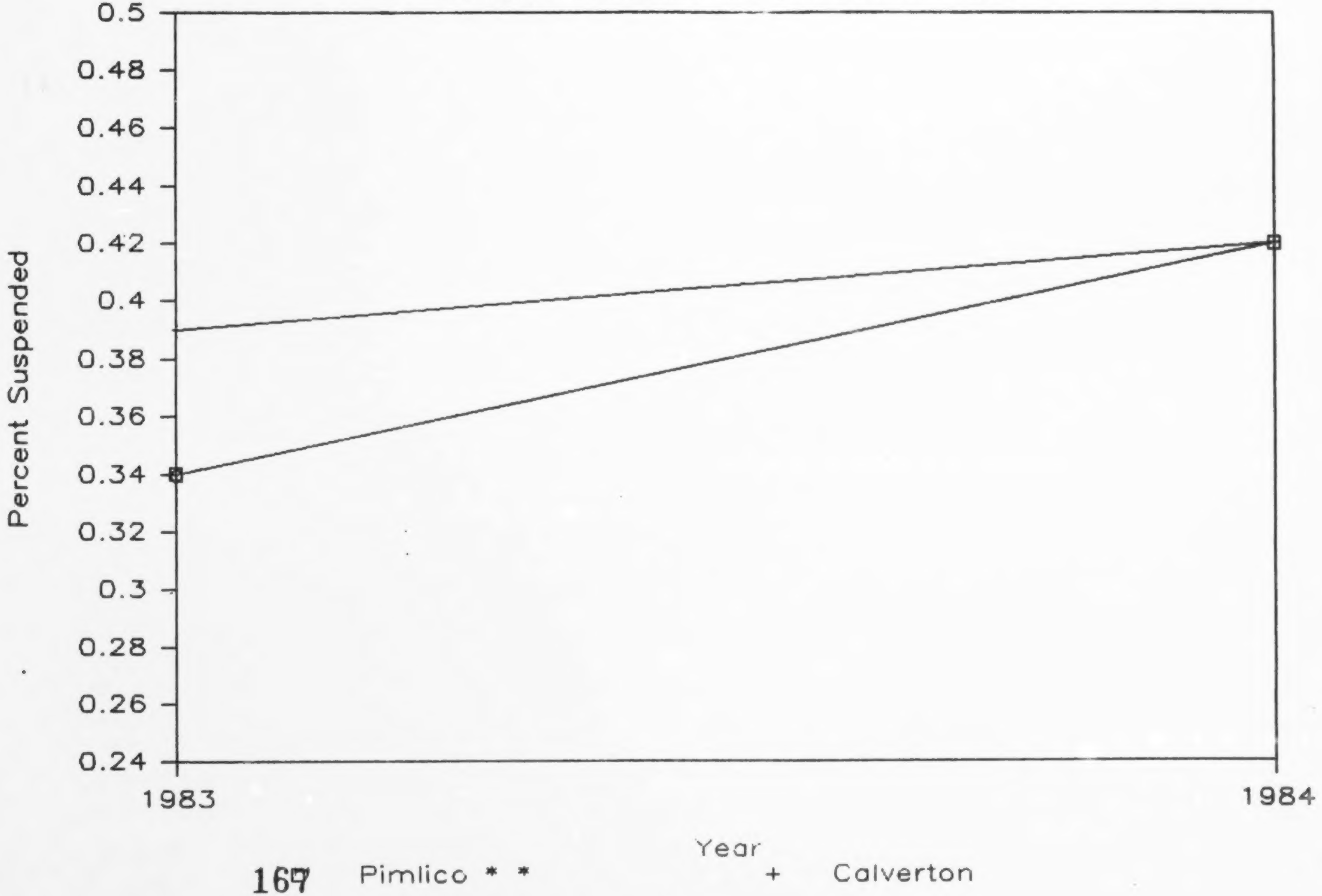

Rebellious Behavior in School(1–5)
Calverton and Pimlico, 1983 & 1984
Student Rebelliousness
2.02
2
1.98
1.96
1.94
1.92
1.9
1.88
1.86
1.84
1.82
1.8
1.78
1.76
1.74
1.72
1983
1984
Year
□ Pimlico
+ Calverton


Nonacademic Rewards
Calverton and Pimlico, 1983 & 1984
Student Non-acad. Rewards
2.02
2.01
2
1.99
1.98
1.97
1.96
1.95
1.94
1.93
1.92
1.91
1.9
1.89
1.88
1.87
1.86
1.85
1.84
1.83
1.82
1983
1984
Year
□ Pimlico * *
+ Calverton

D47

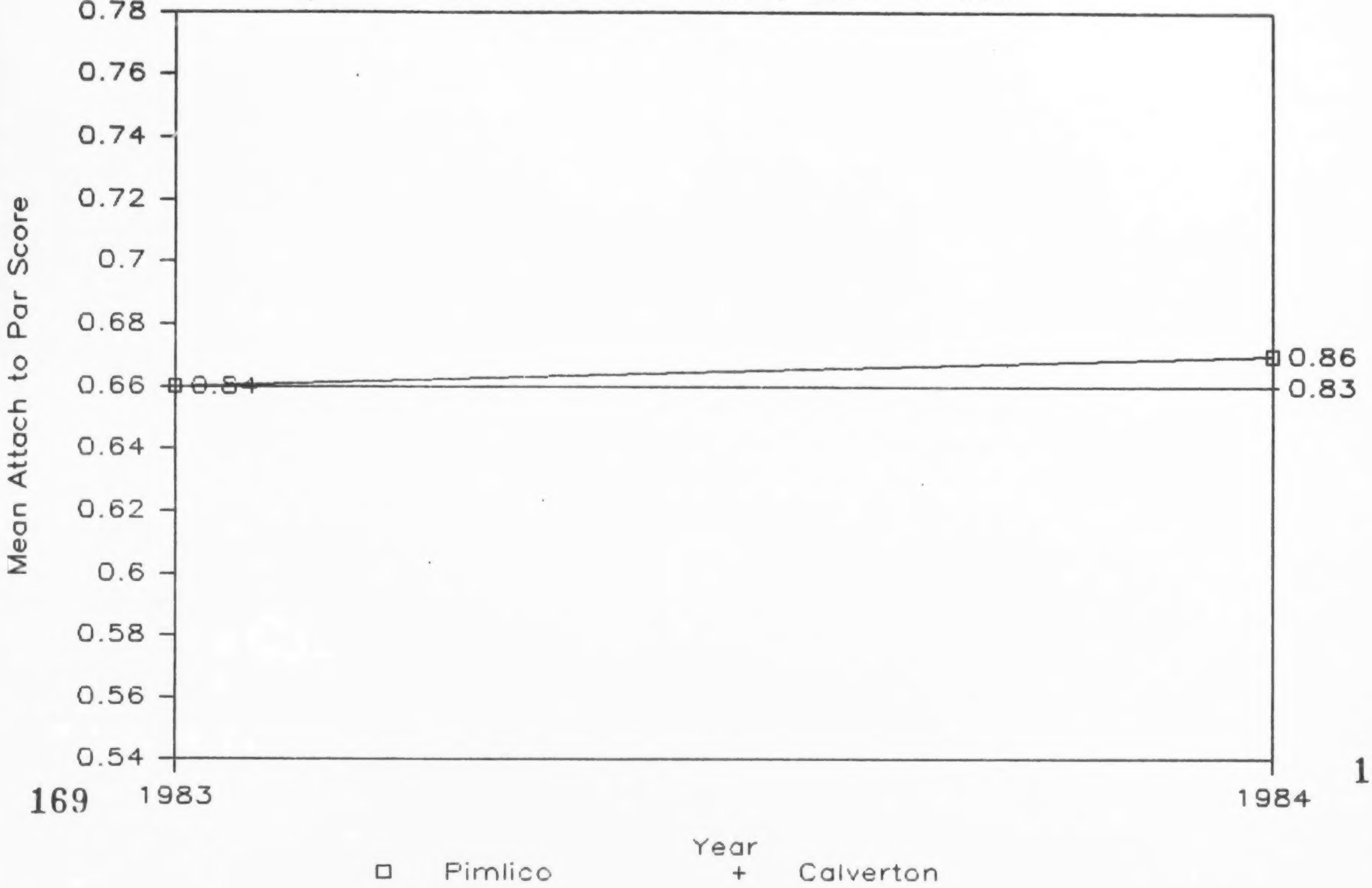
% Students Suspended

Calverton and Pimlico, 1983 & 1984



Attachment to Parents

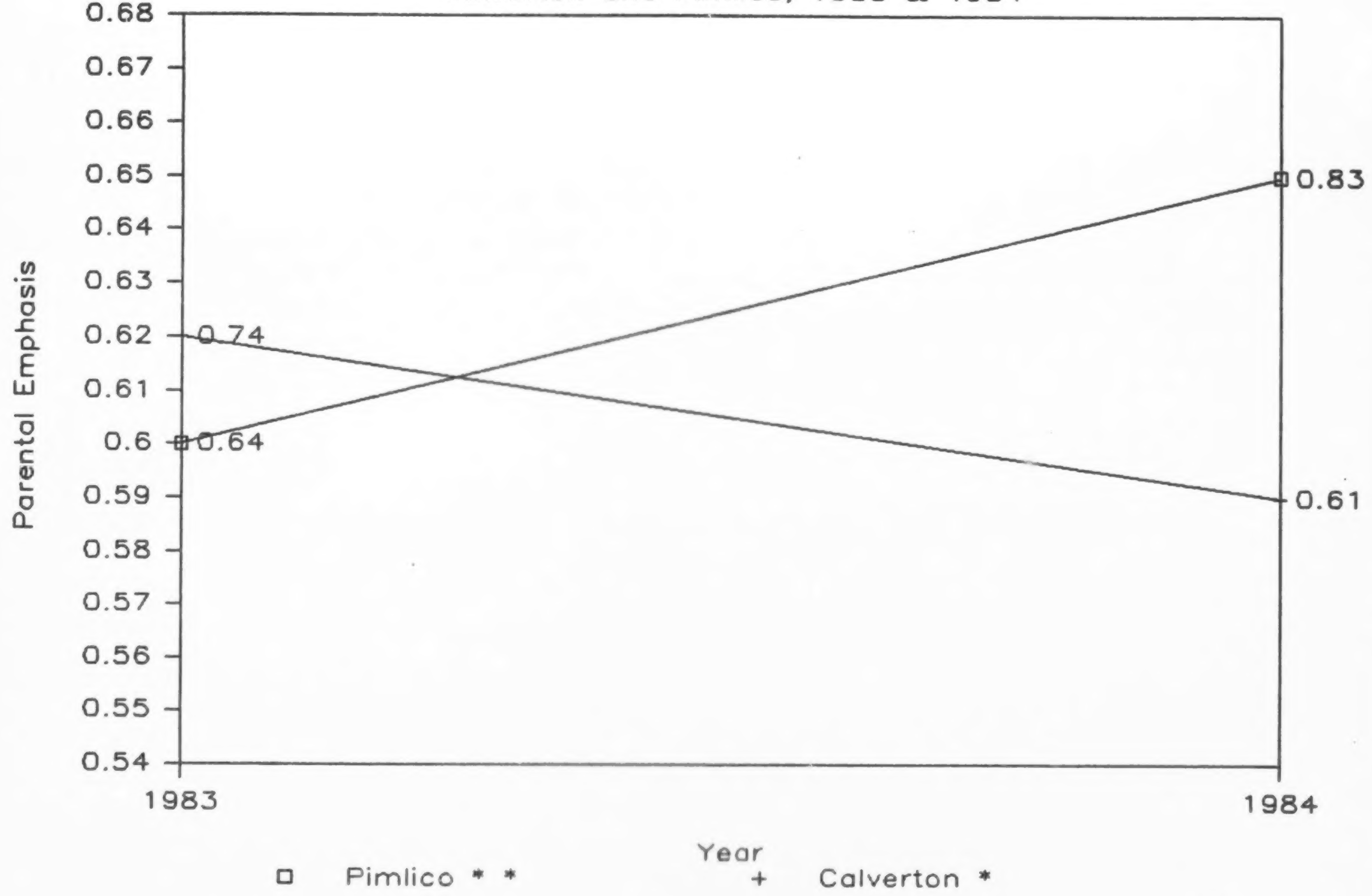
Calverton and Pimlico, 1983 & 1984

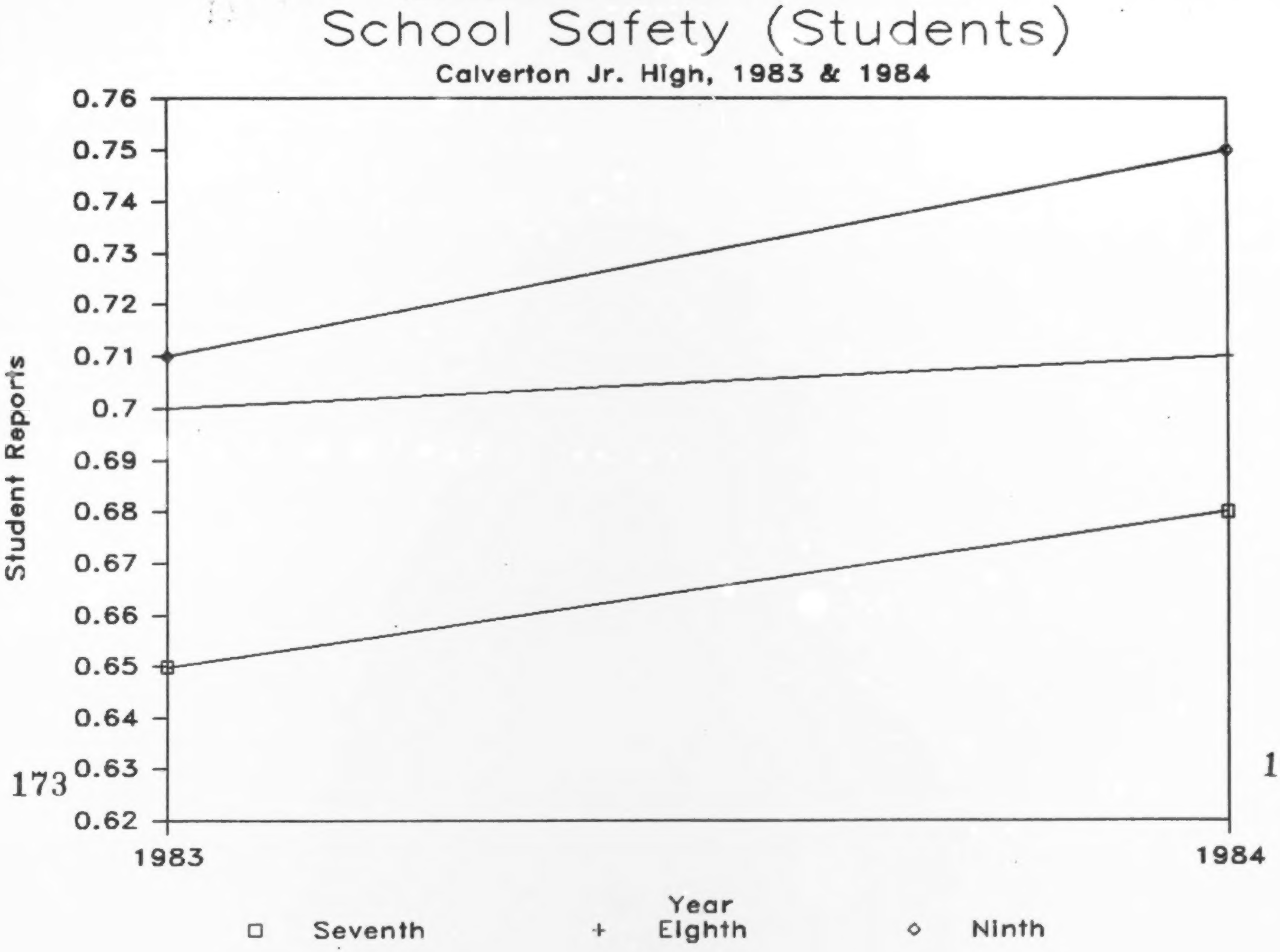


D49

Parental Emphasis on Education

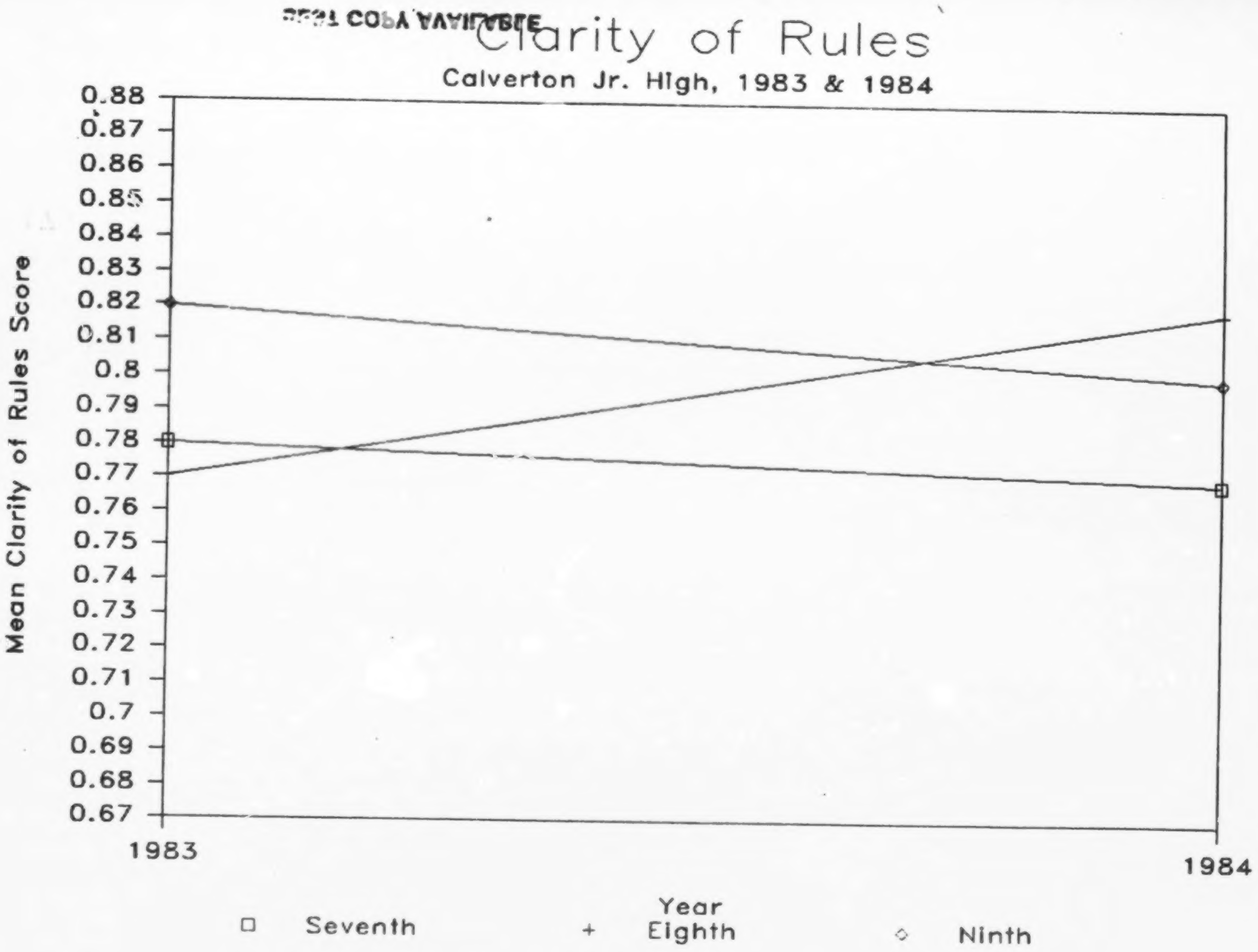
Calverton and Pimlico, 1983 & 1984



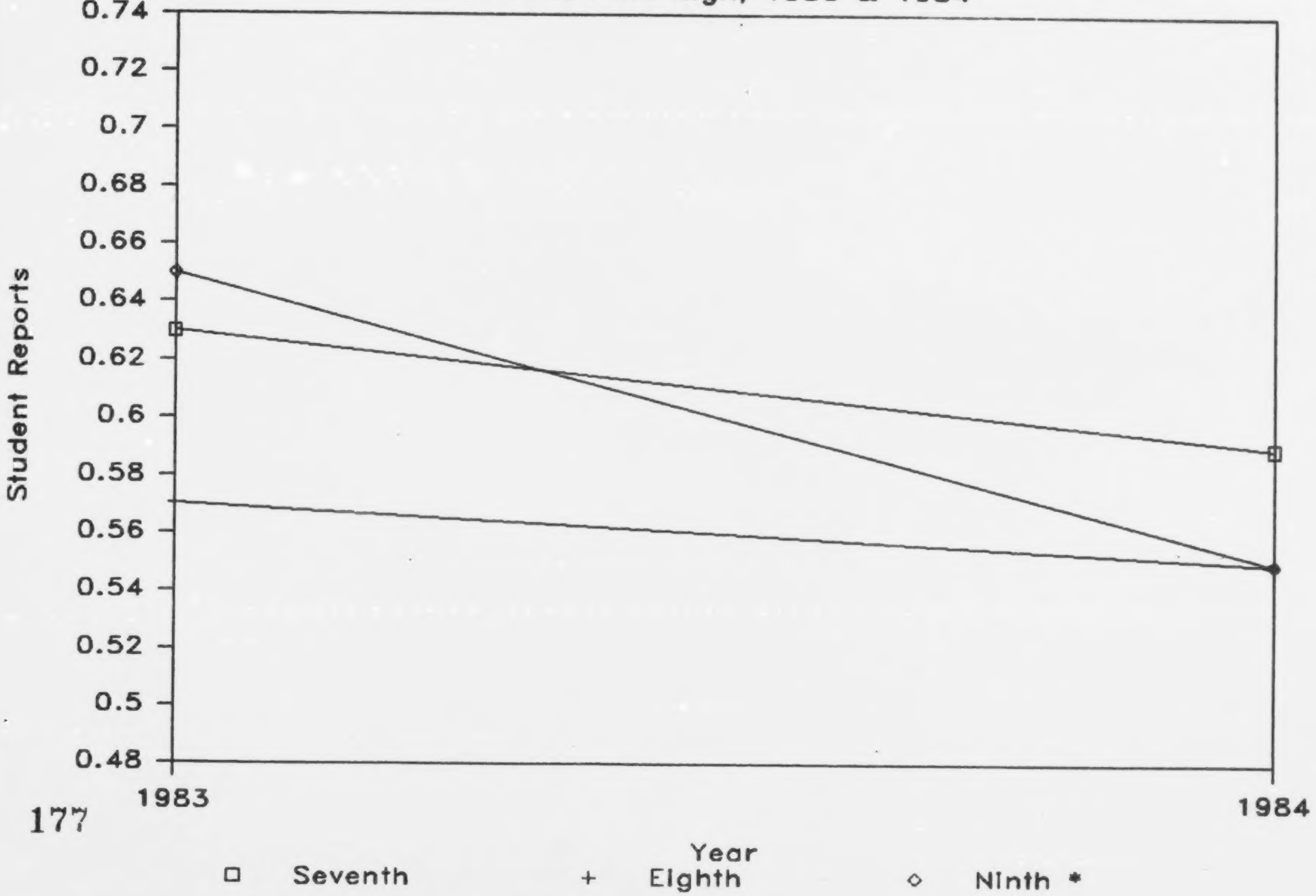

School Safety (Students)

Calverton Jr. High, 1983 & 1984

D51

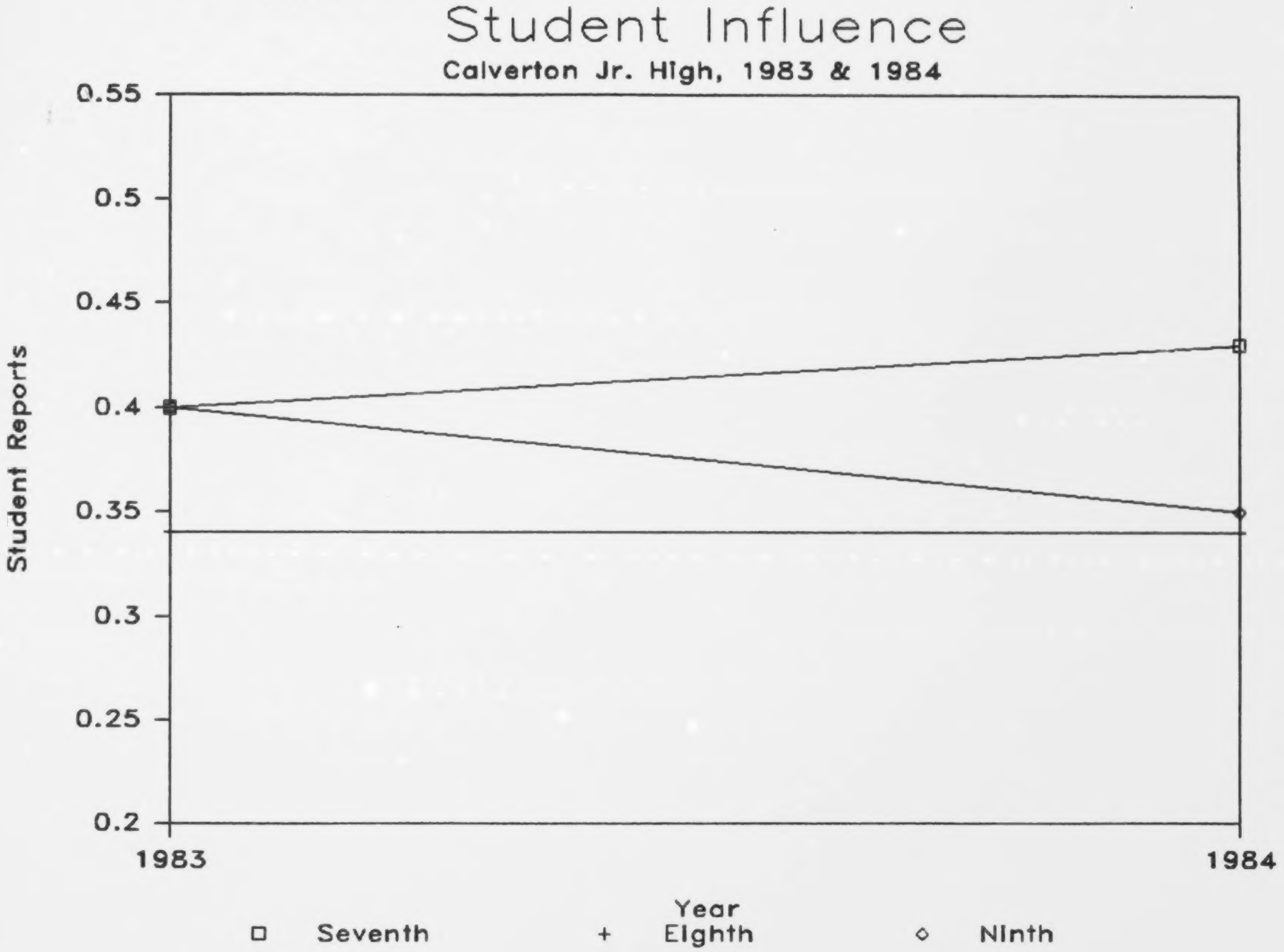

Clarity of Rules
Calverton Jr. High, 1983 & 1984
Mean Clarity of Rules Score
0.88
0.87
0.86
0.85
0.84
0.83
0.82
0.81
0.8
0.79
0.78
0.77
0.76
0.75
0.74
0.73
0.72
0.71
0.7
0.69
0.68
0.67
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth

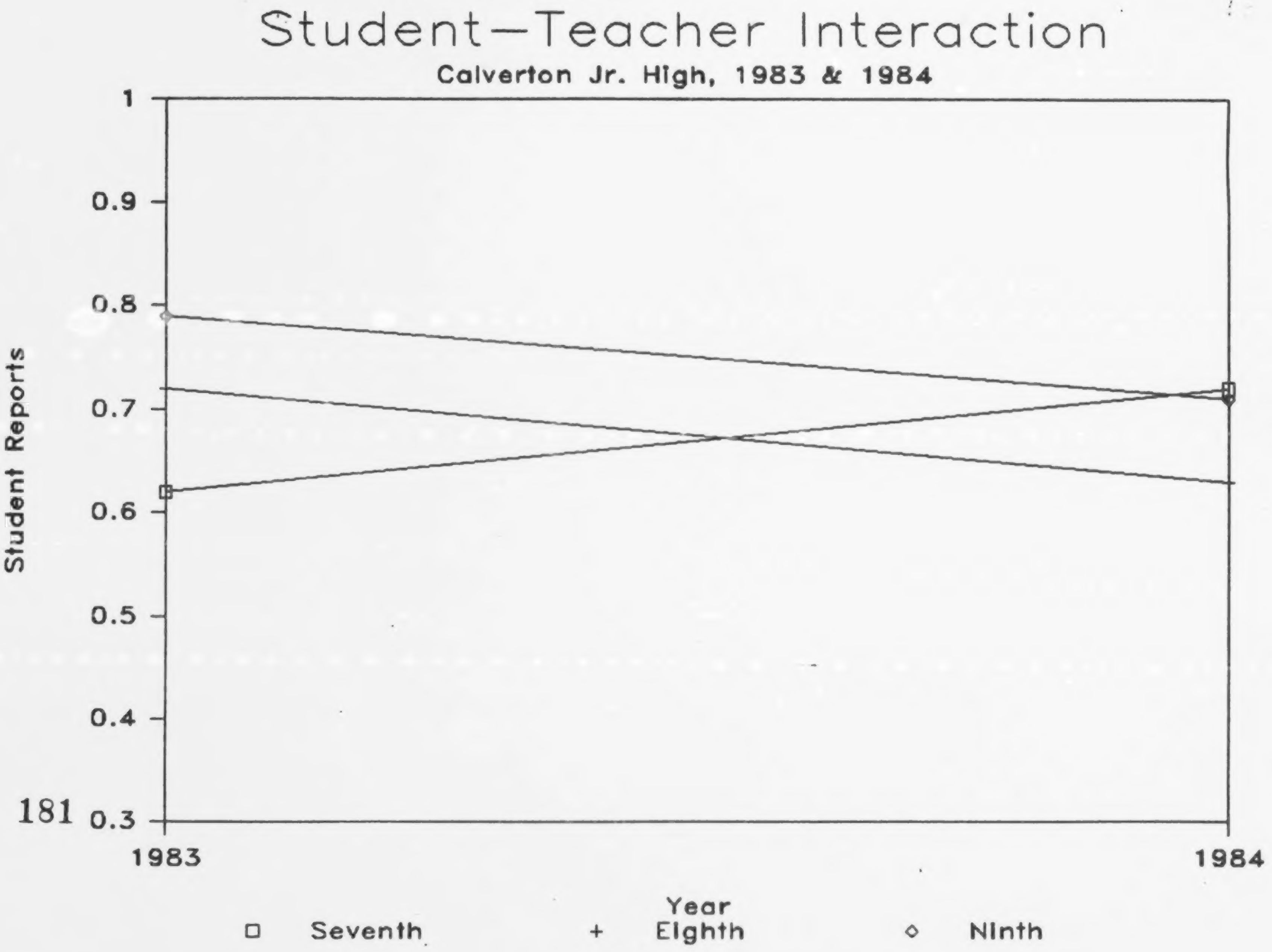
D52



Fairness of Rules

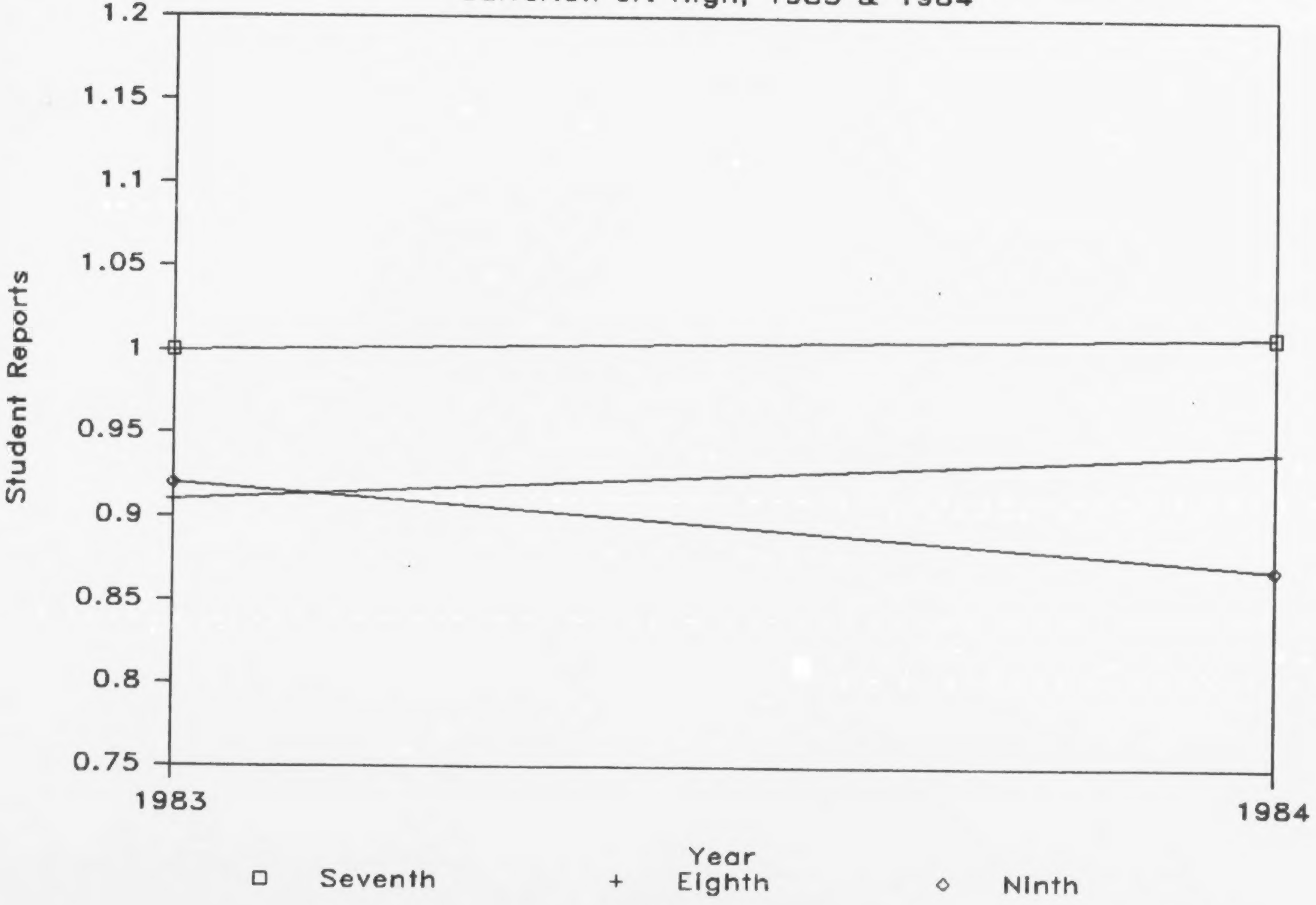
Calverton Jr. High, 1983 & 1984

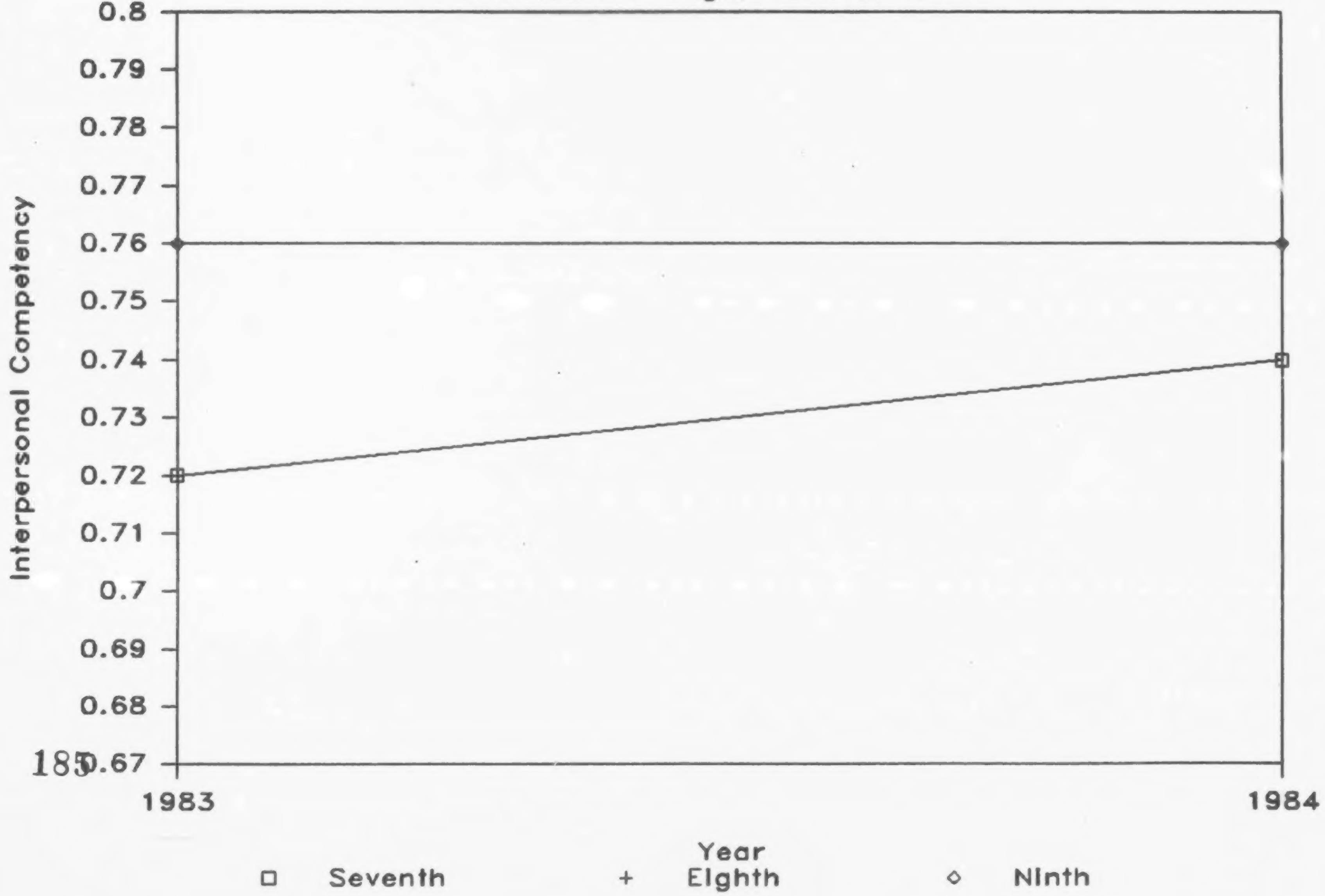

Student Influence
Calverton Jr. High, 1983 & 1984
Student Reports
0.55
0.5
0.45
0.4
0.35
0.3
0.25
0.2
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth


Student—Teacher Interaction
Calverton Jr. High, 1983 & 1984
Student Reports
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth

Respect for Students

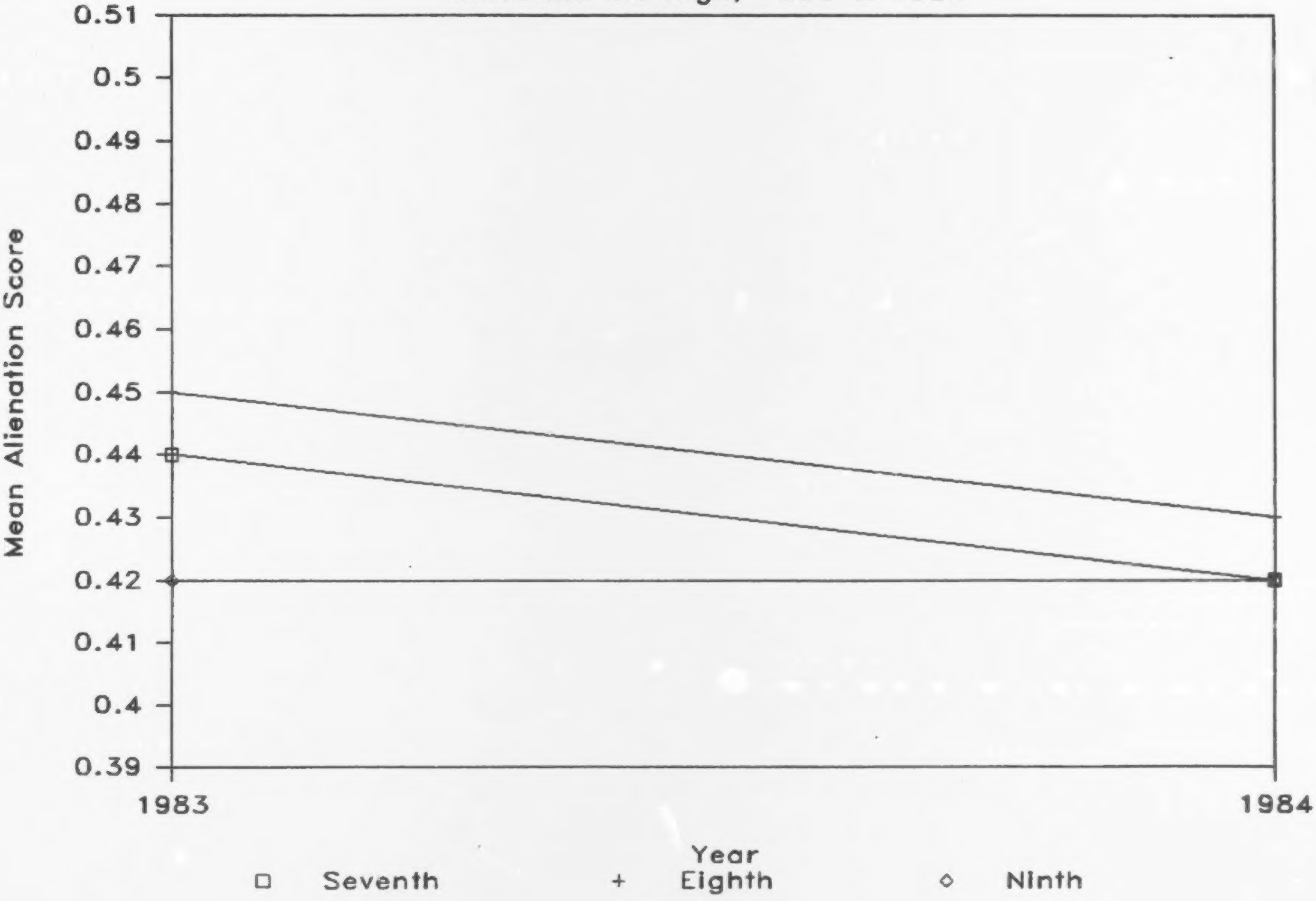
Calverton Jr. High, 1983 & 1984





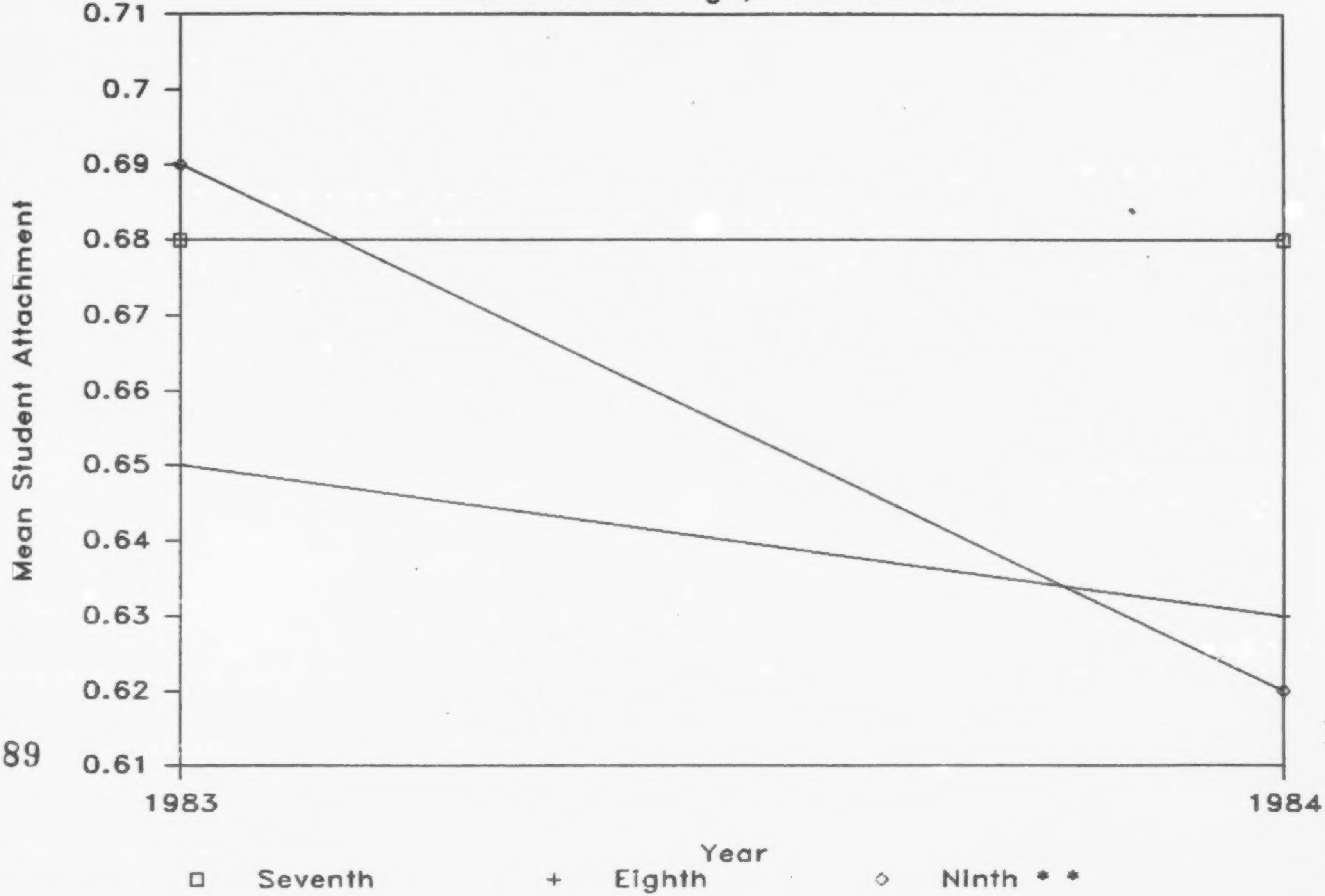
Interpersonal Competency

Calverton Jr. High, 1983 & 1984



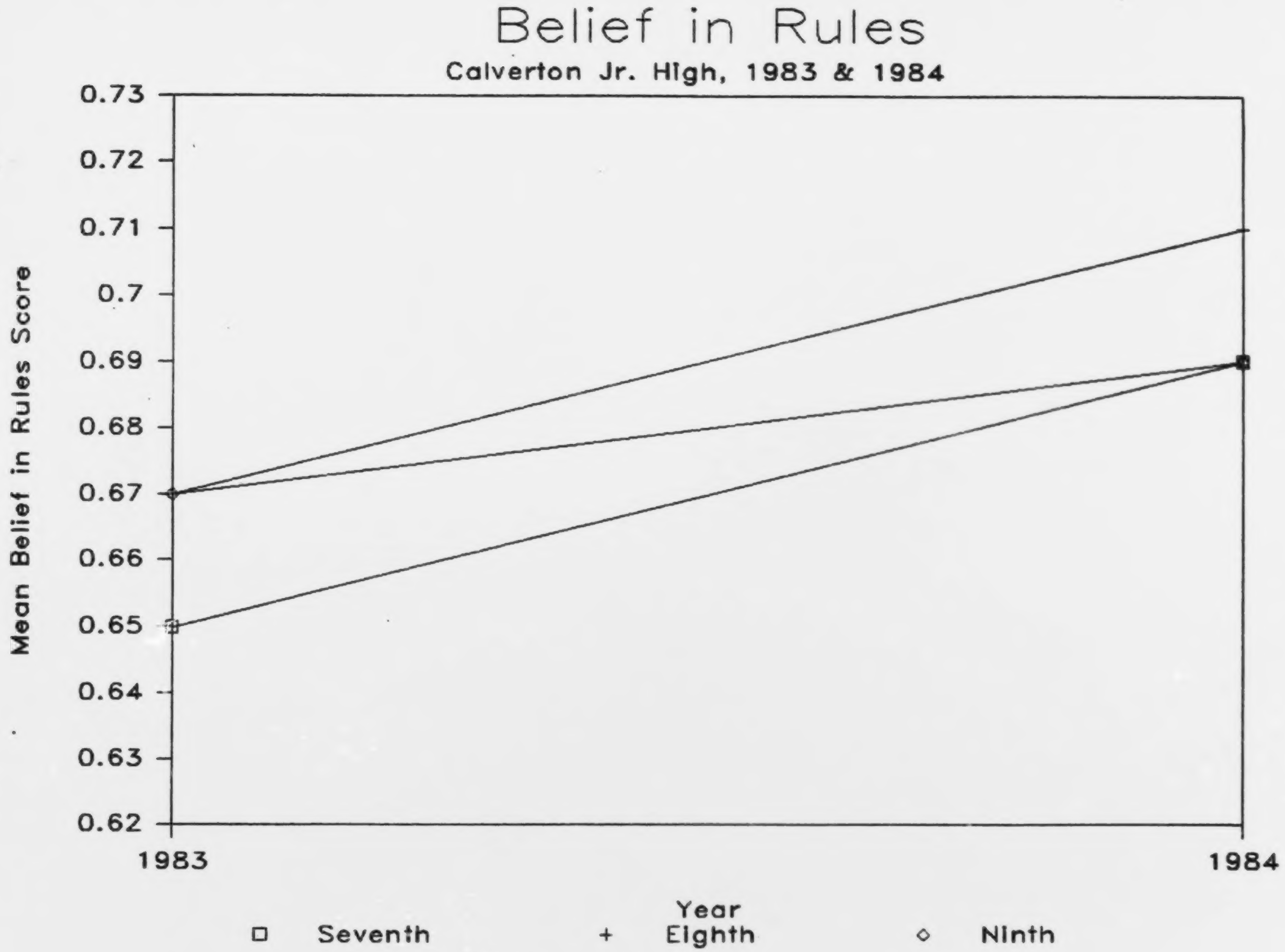
Alienation

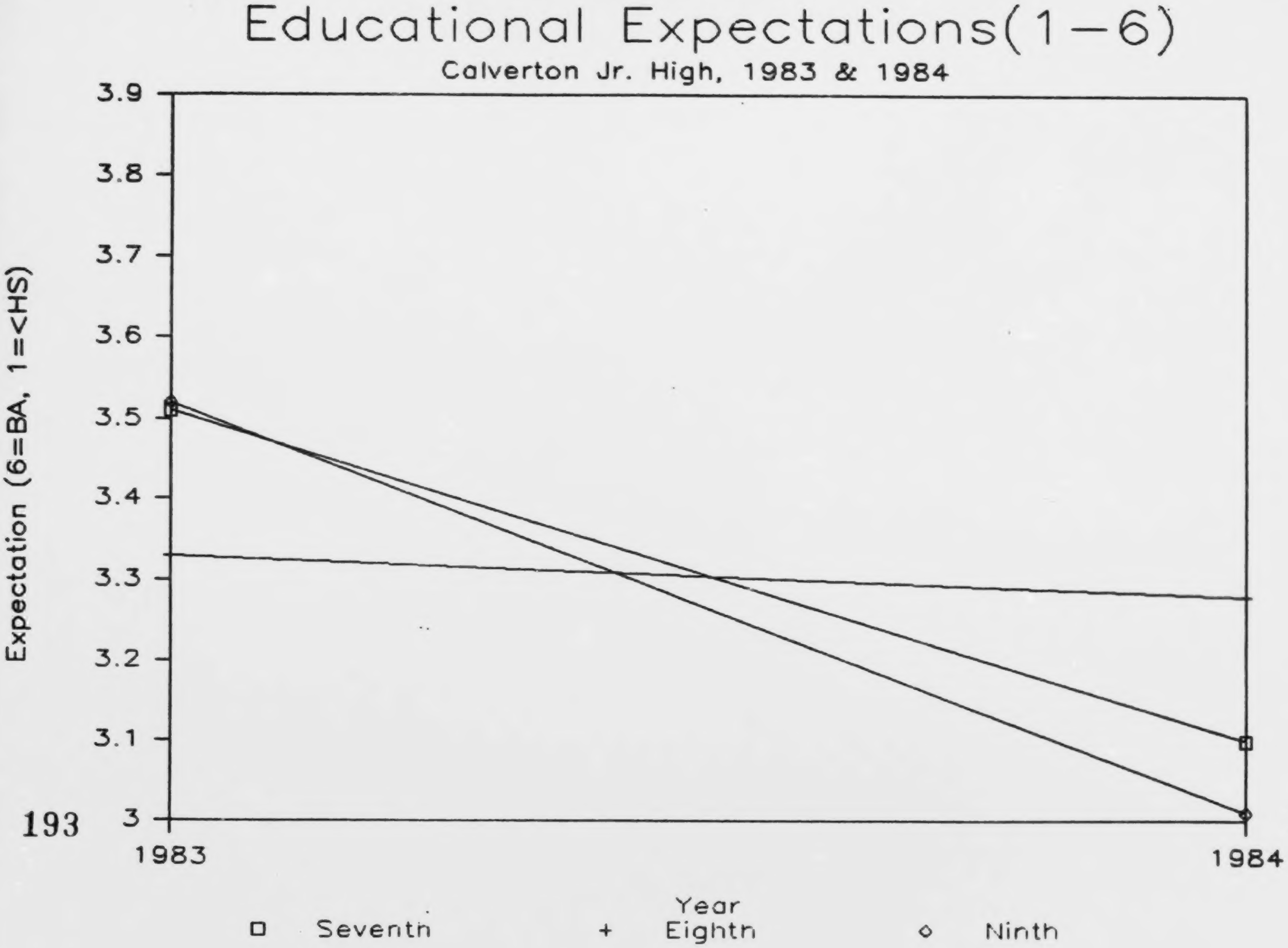
Calverton Jr. High, 1983 & 1984



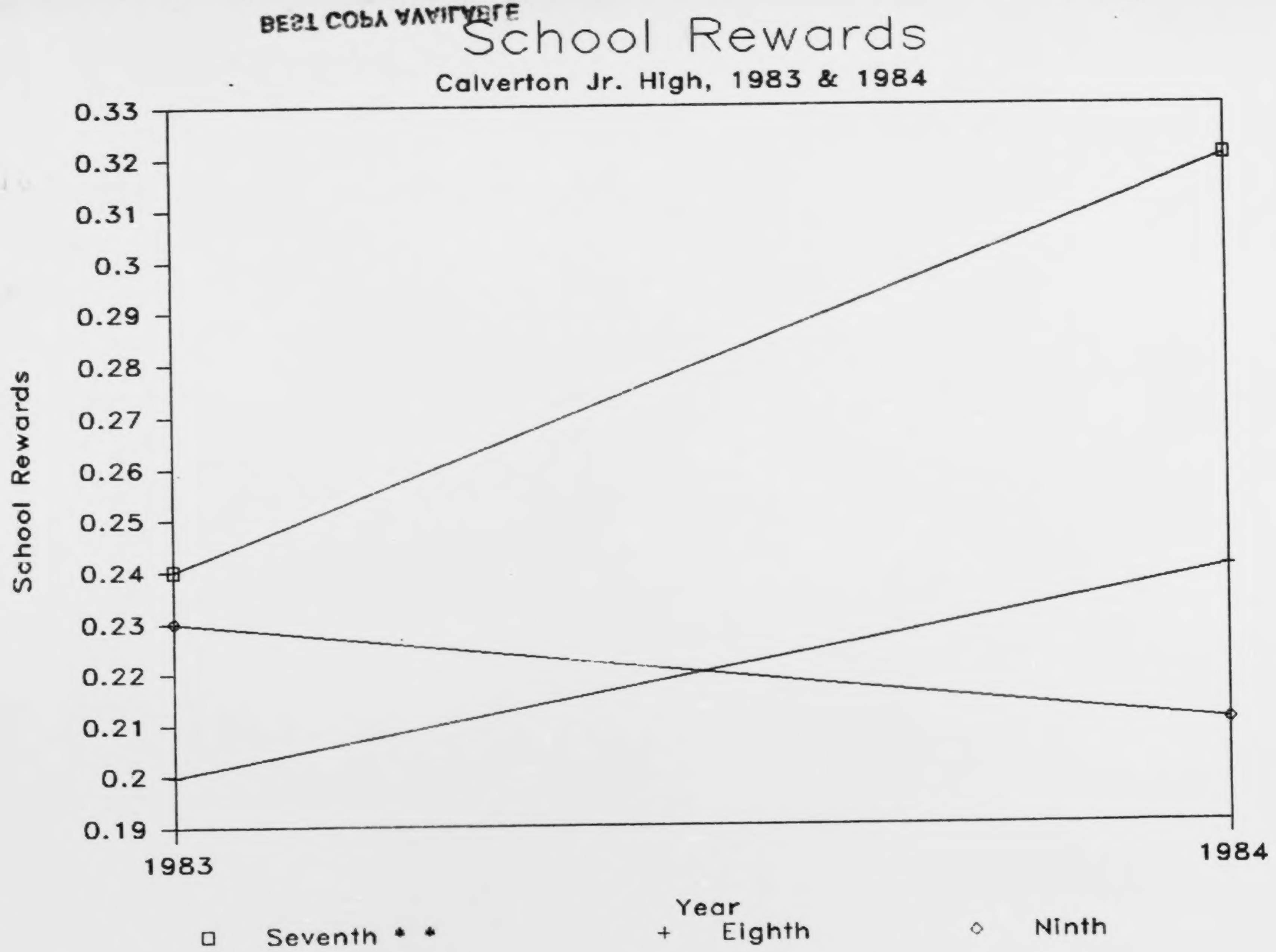
School Attachment

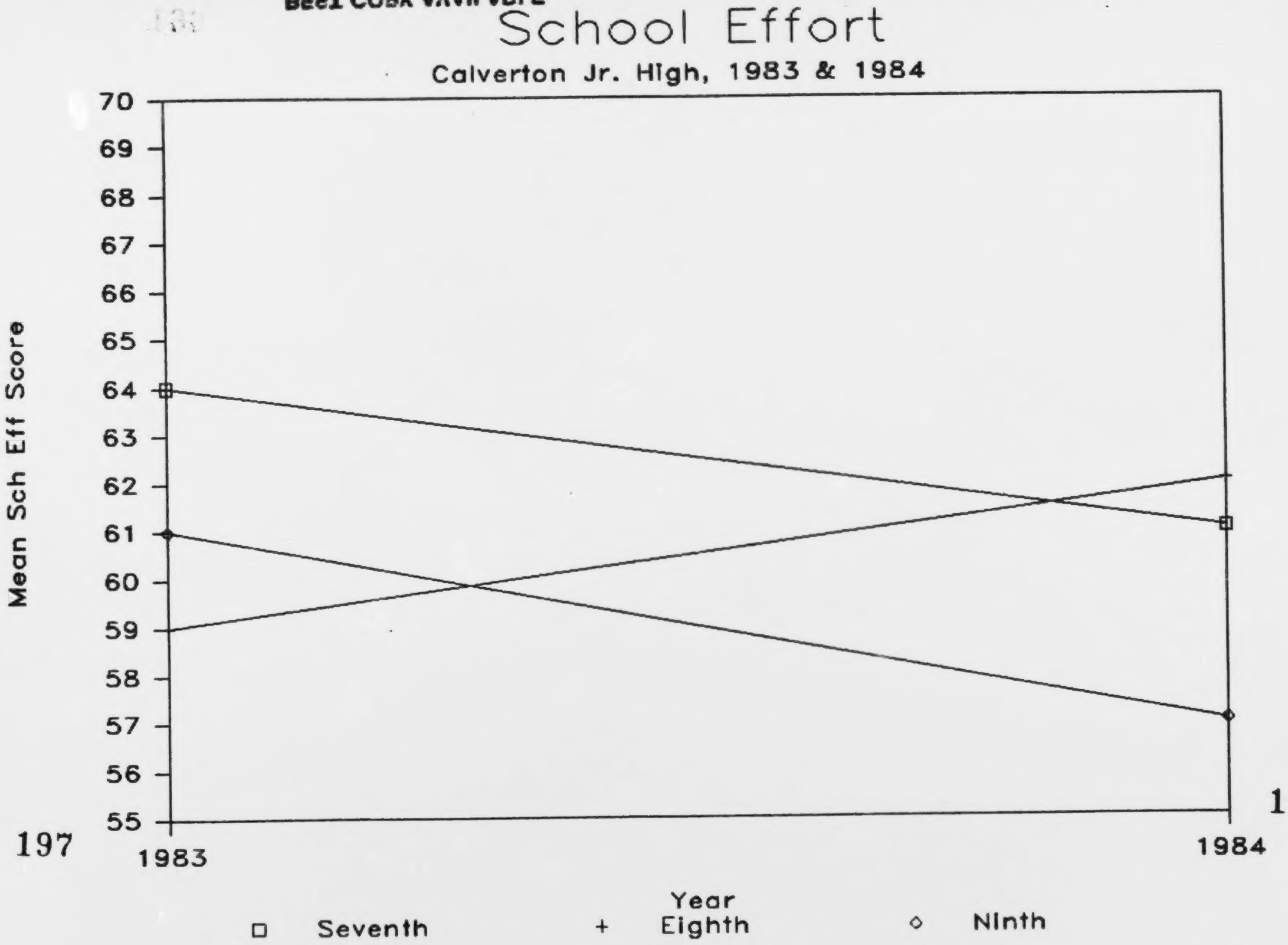
Calverton Jr. High, 1983 & 1984

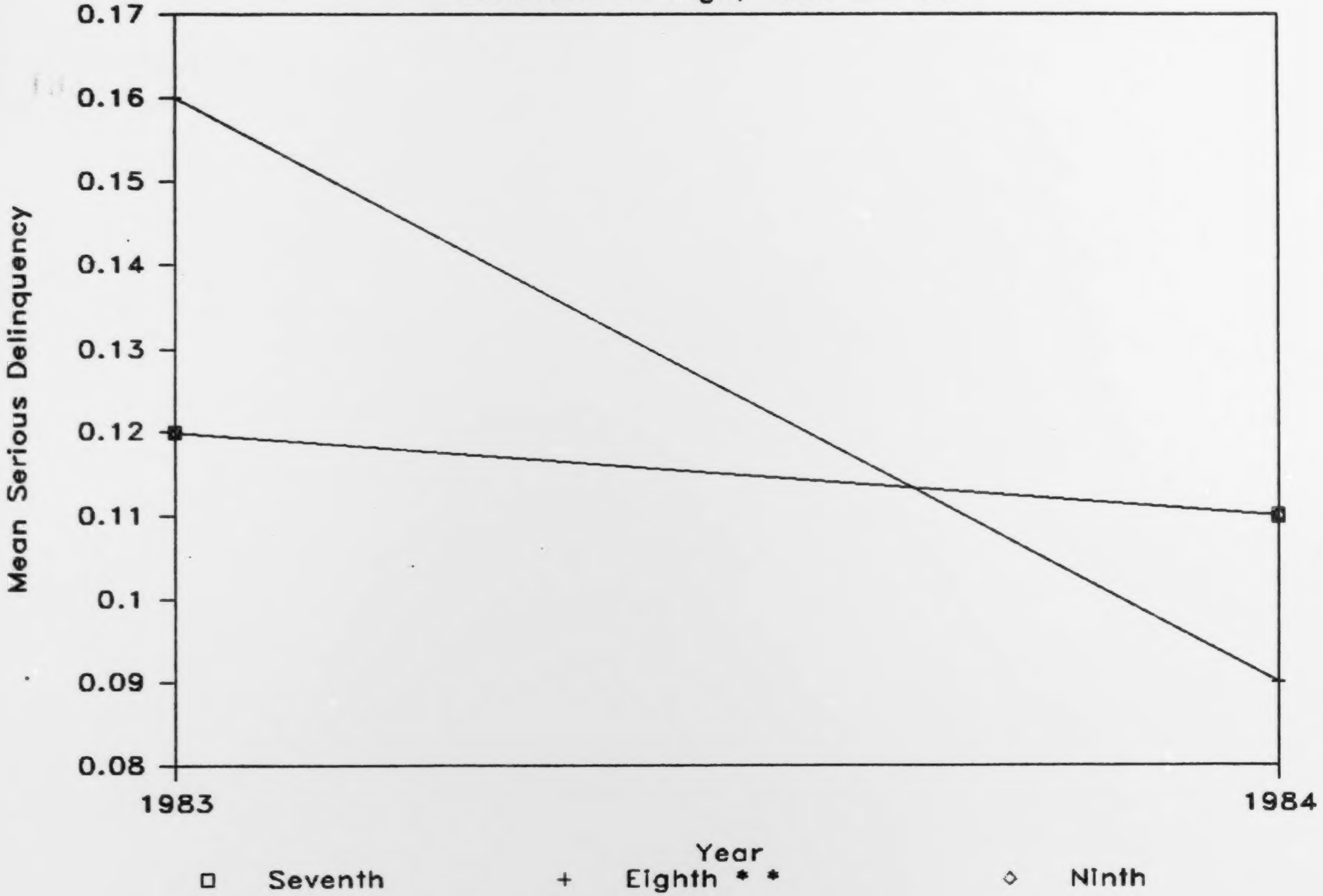

Belief in Rules
Calverton Jr. High, 1983 & 1984
Mean Belief in Rules Score
0.73
0.72
0.71
0.7
0.69
0.68
0.67
0.66
0.65
0.64
0.63
0.62
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth


Educational Expectations(1–6)
Calverton Jr. High, 1983 & 1984
Expectation (6=BA, 1=<HS)
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth

D61


School Rewards
Calverton Jr. High, 1983 & 1984
School Rewards
0.33
0.32
0.31
0.3
0.29
0.28
0.27
0.26
0.25
0.24
0.23
0.22
0.21
0.2
0.19
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth


School Effort
Calverton Jr. High, 1983 & 1984
Mean Sch Eff Score
70
69
68
67
66
65
64
63
62
61
60
59
58
57
56
55
1983
1984
Year
Seventh
Eighth
Ninth



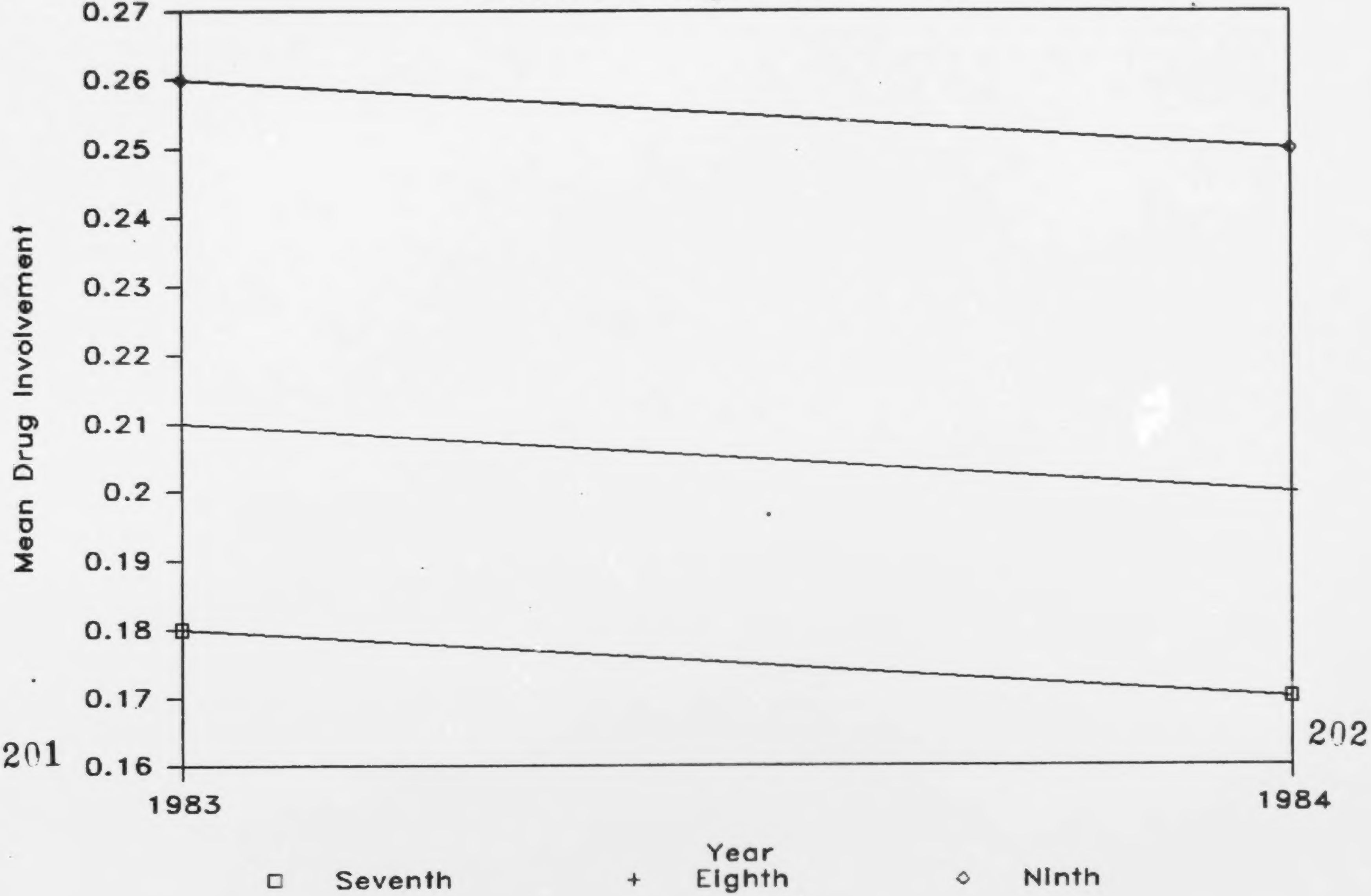
S–R Serious Delinquency

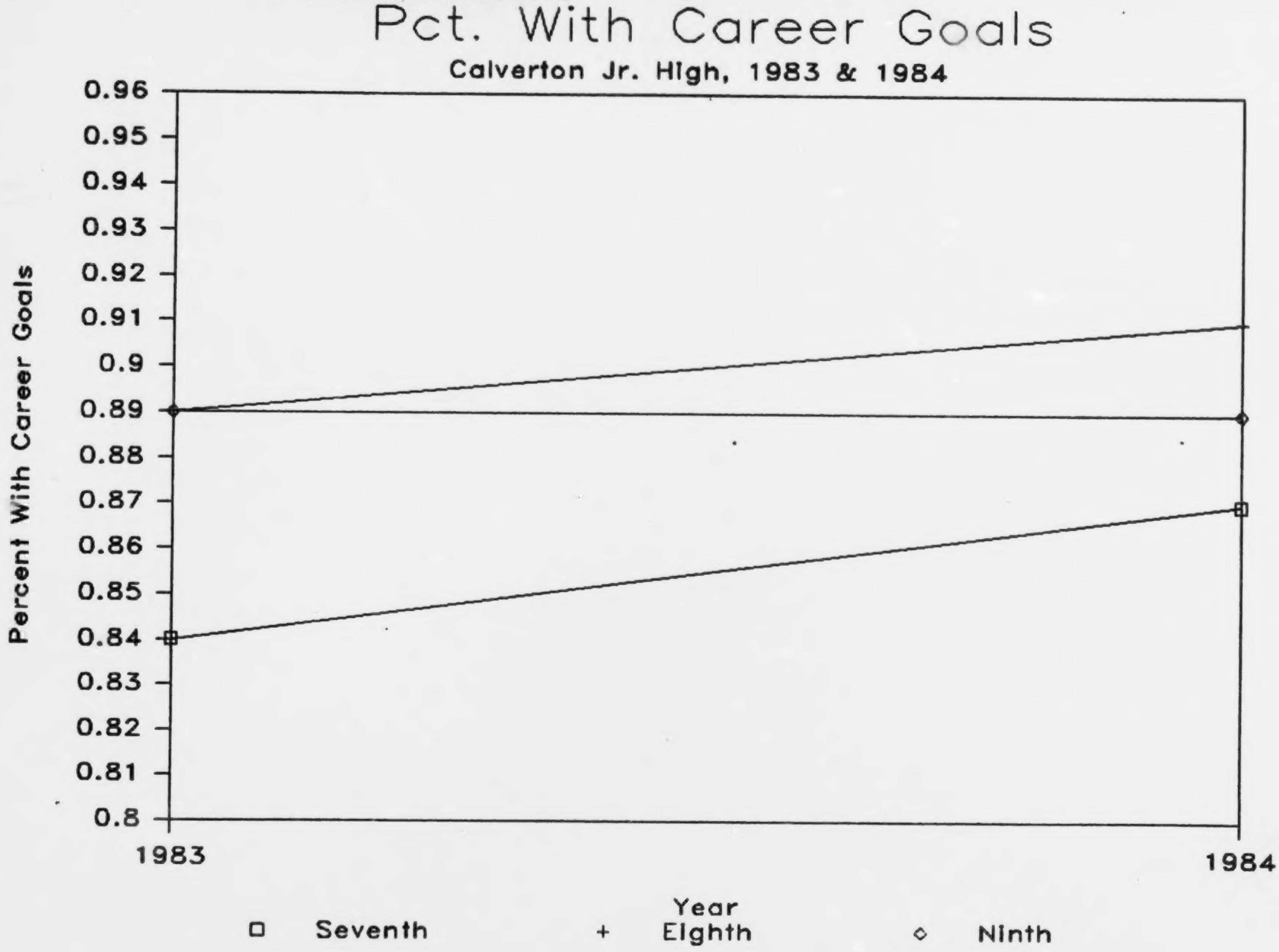
Calverton Jr. High, 1983 & 1984

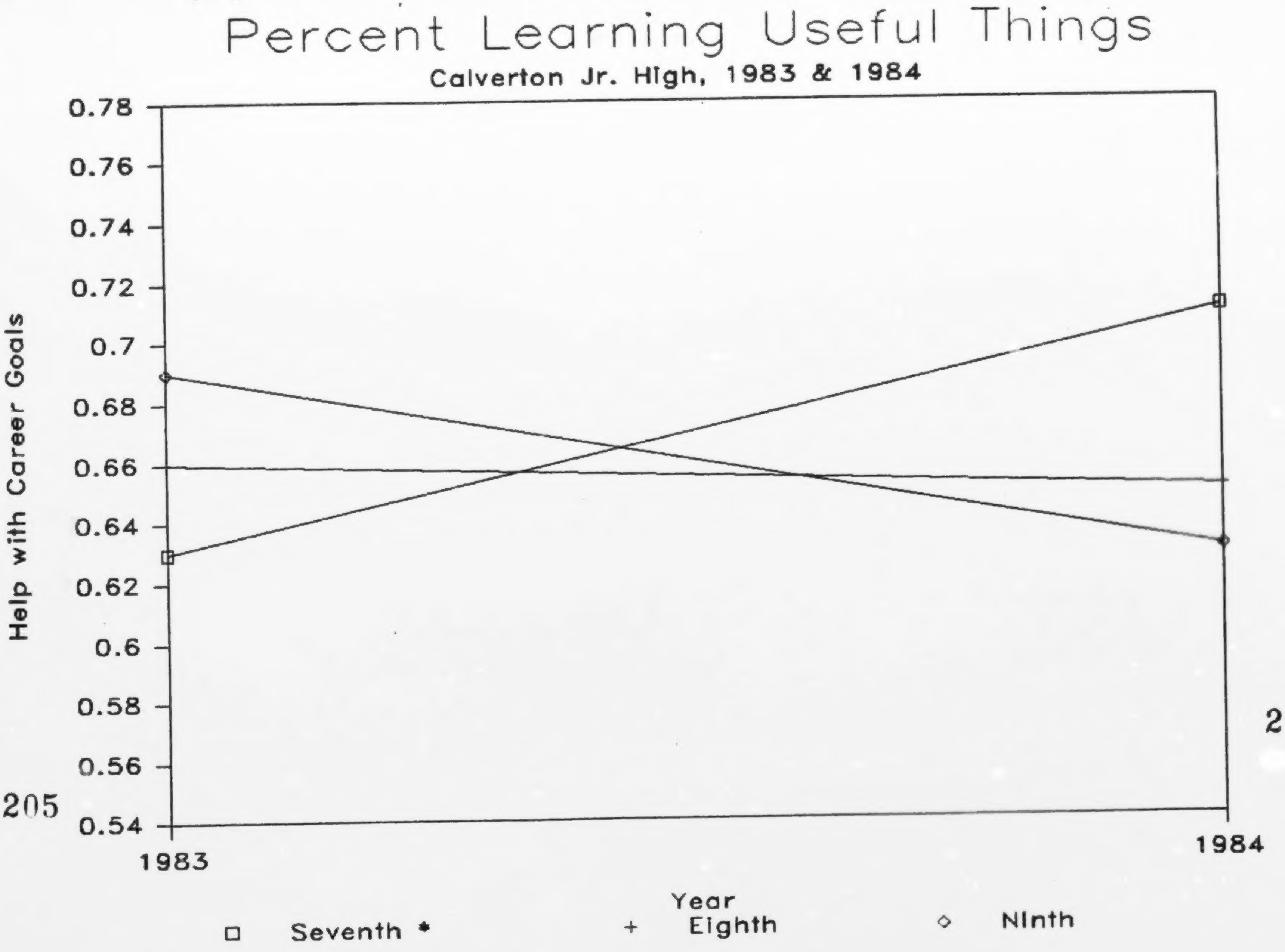
D64

S–R Drug Involvement

Calverton Jr. High, 1983 & 1984

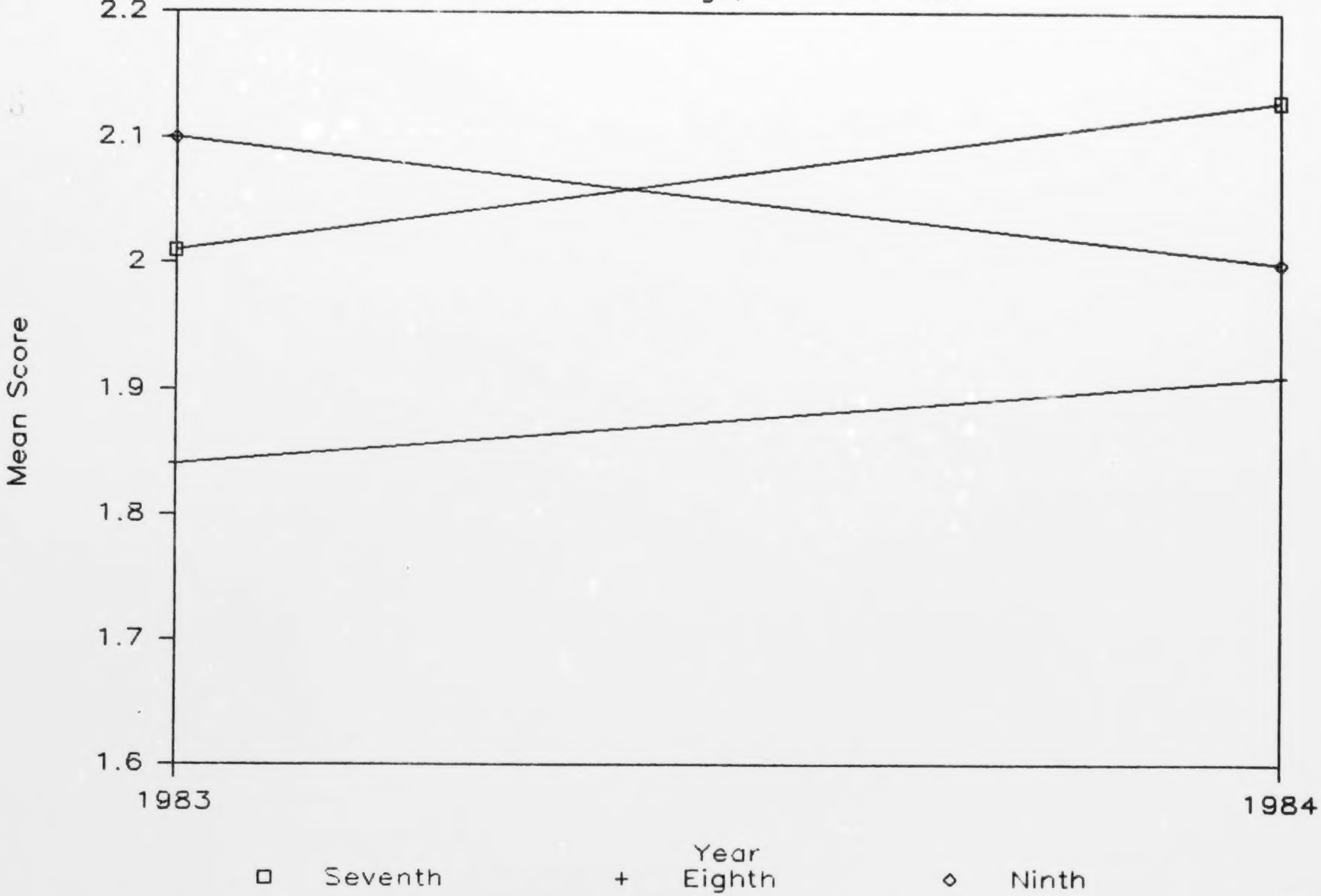


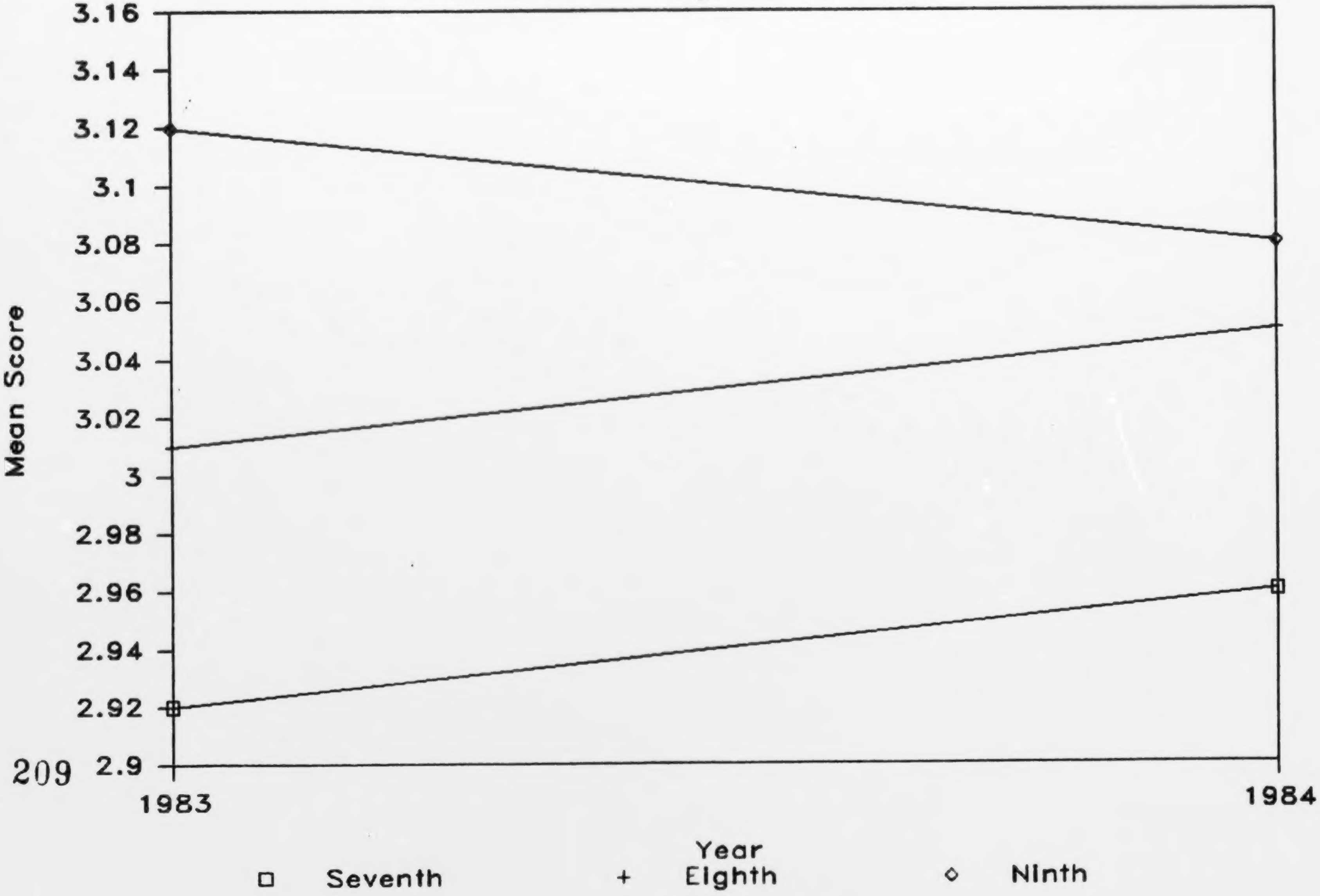

Pct. With Career Goals
Calverton Jr. High, 1983 & 1984
Percent With Career Goals
0.96
0.95
0.94
0.93
0.92
0.91
0.9
0.89
0.88
0.87
0.86
0.85
0.84
0.83
0.82
0.81
0.8
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth


Percent Learning Useful Things
Calverton Jr. High, 1983 & 1984
Help with Career Goals
0.78
0.76
0.74
0.72
0.7
0.68
0.66
0.64
0.62
0.6
0.58
0.56
0.54
1983
1984
Year
□ Seventh *
+ Eighth
◇ Ninth

Student Likes This School

Calverton Jr. High, 1983 & 1984



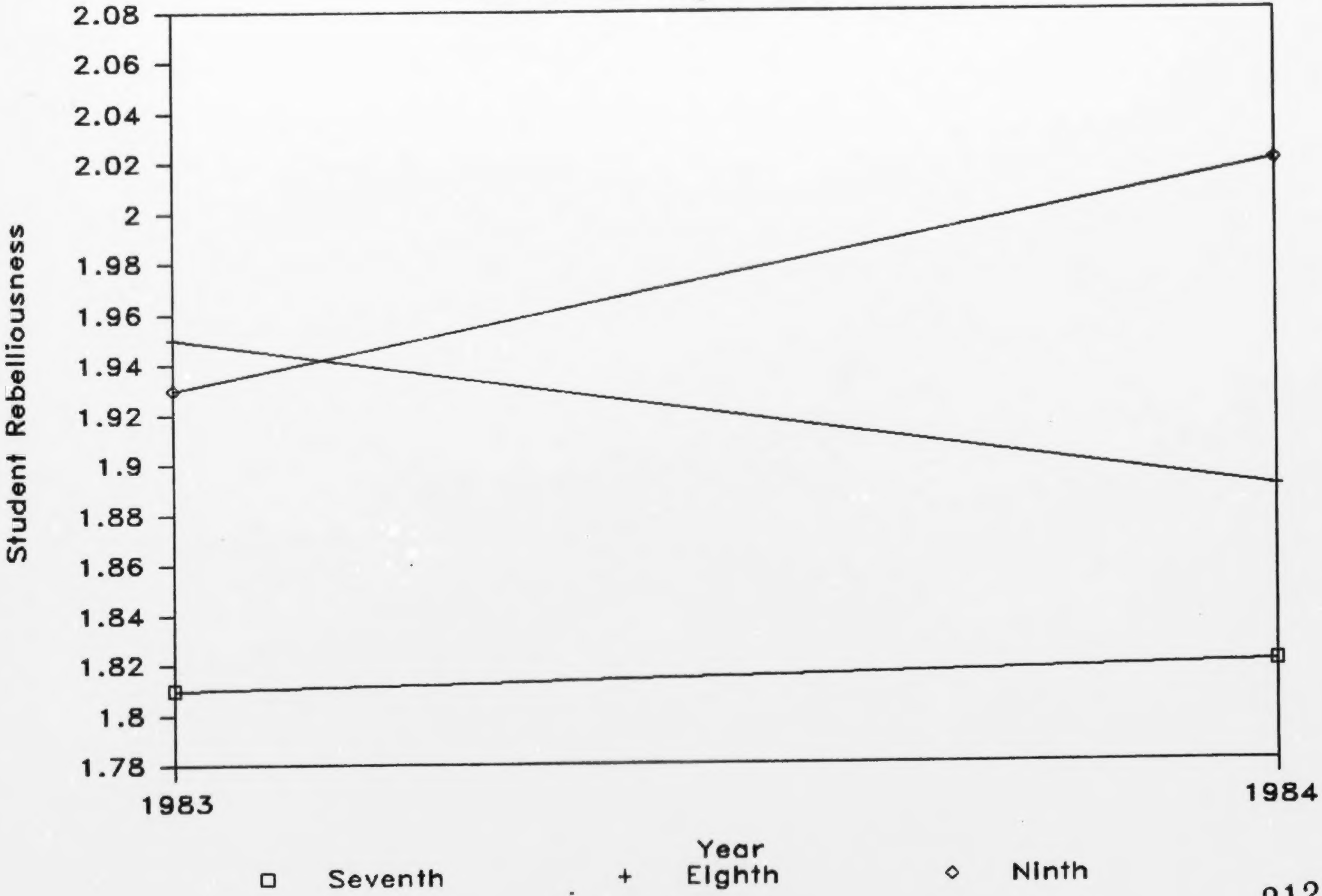


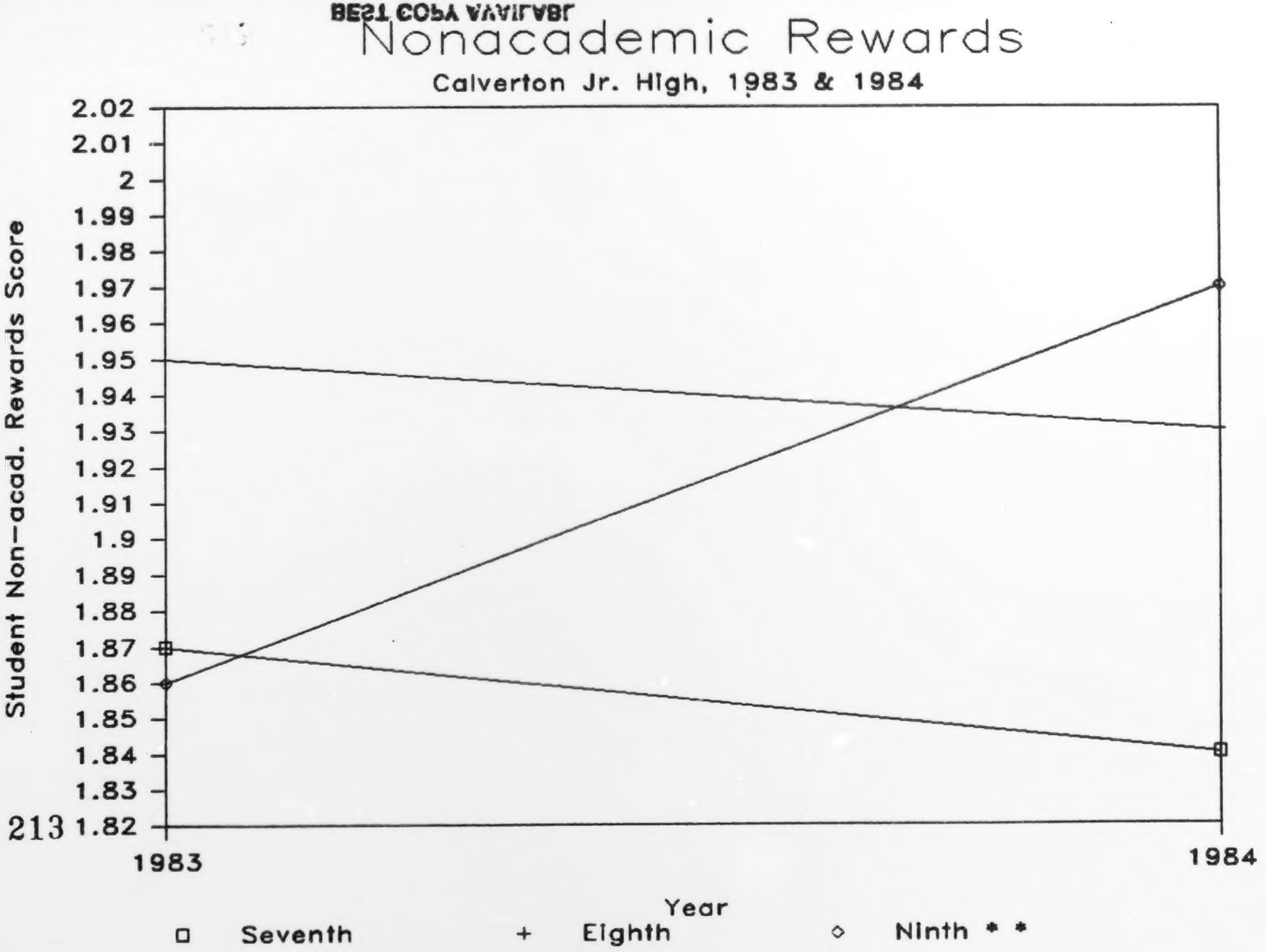
I Stick to Course of Action

Calverton Jr. High, 1983 & 1984

Rebellious Behavior in School(1–5)

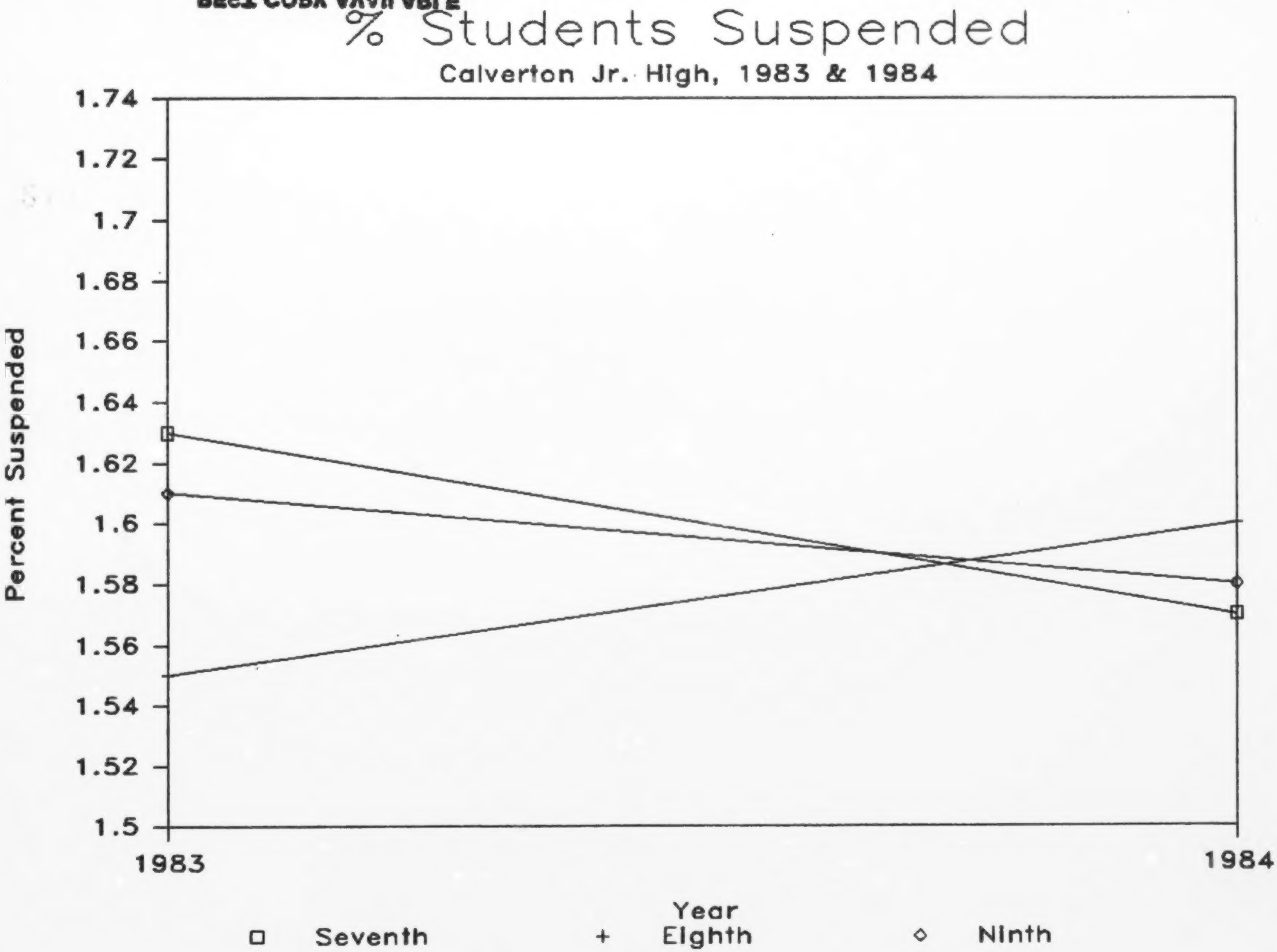
Calverton Jr. High, 1983 & 1984

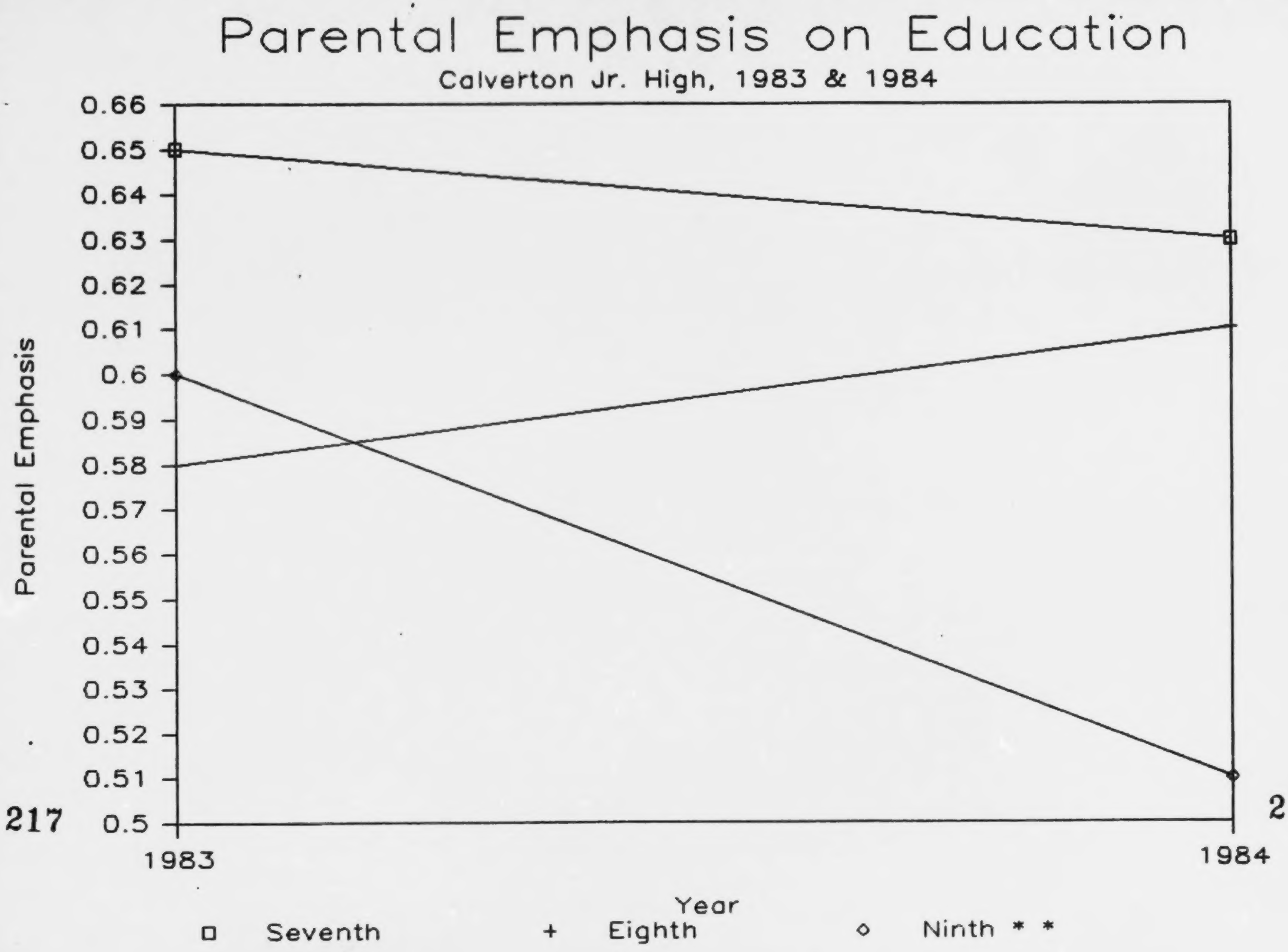



Nonacademic Rewards

Calverton Jr. High, 1983 & 1984

D71


% Students Suspended
Calverton Jr. High, 1983 & 1984
1.74
1.72
1.7
1.68
1.66
1.64
1.62
1.6
1.58
1.56
1.54
1.52
1.5
Percent Suspended
1983
1984
Year
□ Seventh
+ Eighth
◇ Ninth



Parental Emphasis on Education

Calverton Jr. High, 1983 & 1984